

THESIS

**THE USE OF ESTAFET WRITING METHOD TO IMPROVE
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE 8
GRADE STUDENTS OF SMP N 17 MEDAN**

*Submitted to Faculty of Tarbiyah Science and Teachers Training UIN-SU Medan
as a Partial Fulfillment of the Requirements for S-1 Degree*

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah hasil dari buah pikiran saya kecuali kutipan-kutipan di dalamnya yang disebutkan di dalamnya sebagai sumbernya.

Apabila kemudian hari saya terbukti atau dapat dibuktikan ini hasil plagiat, maka gelardanijazah yang diberikan universitas batal saya terima.

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Yang membuat pernyataan

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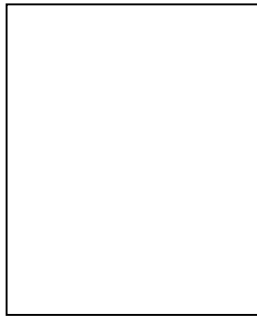
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ABSTRACT



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Key words: Estafet Writing Method, Students' Writing Ability, Narrative Text

This research was motivated by some problems that found by students in writing a text. It is based on observation that indicates that students' ability in writing a text especially writing a narrative text are still low. Therefore, a research that suitable to the learning objectives was conducted. One of the effort that can use is use estafet writing as a method in learning English writing. The aimed of this research are to express the implementation of estafet writing method in learning writing a narrative text and to express the improvement of students' ability in writing narrative text at 8 grade students of SMP N 7 Medan in academic year 2016/2017.

This research used Classroom Action Research that adapted from Kurt Lewin's design that consist of two cycle. Every cycle consist of four phases, those are: planning, acting, observing, and reflecting.

Based on the result of research demonstrated that the implementation of the estafet writing method in the teaching and learning process of writing become writing more active and more interesting and the students' ability in writing narrative text was improved. It is proven by the result of observation during the action and also proven by the improvement of student' score about 89.49% from the pre-test to post-test cycle 2. In the pretest, there is no one students who passed the Minimum Criteria Accomplishment. In the posttest I, there were 5 (13.51%) students who passed the Minimum Criteria Accomplishment and in posttest II there were 22 students or (59.45%) who passed the Minimum Criteria Accomplishment. Therefore, it can concluded that estafet writing method is one of effective method used in learning English writing.

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Writing is one of the four aspects of language which is the most difficult, because to produce a good writing takes a good mastery of the three other aspects; speaking, listening and reading. Writing can be defined as an activity to communicate something through the written form. According to McCrimmon writing is an activity to explore thoughts and feelings about a subject, choose the things that will be written, determining how to write it so that the reader can understand it easily and clearly.¹ This means writing is an activity to communicate language by some letters, symbols or words in a written form. People write throughout their life. People use writing to express feelings and ideas, to communicate with others and also to help remembering facts and details. In writing, there are many types of genre, such as descriptive, expository, argumentative, persuasive and narrative.

In learning English, writing skills is one aspect that must be possessed by students as stated in the curriculum. Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*, learning writing in Junior High School is aimed at making the students able to express ideas in the written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. For especially the eighth grades, it is limited on narrative, descriptive, and

¹McCrimmon, James, *Writing with a Purpose*, (USA:Library of Congress Catalog), p.3

recount.² This is understandable that the narrative text is a form of functional text that should be understood by students for junior high schools in the eighth grade.

Narrative text is piece of text which tells a story to amuse and entertain the readers and listeners. Narrative deals with the problematic events or compliment which lead to a crisis and ends in a resolution.³ This means narrative text is tell a story chronologically.

In writing a narrative text there are a lot of things that must be understood, an understanding of the characteristics of language, rhetoric step of a narrative text, language structure, and vocabulary.

In accordance to the competence that has been mentioned, the Junior High School students at eighth grade, ideally already be able to write a variety of texts which contained the structure of text, characteristics of text, and the text of the rhetoric such as descriptive and narrative text. They already have the ability to write better than those still in elementary school from write down a word increased to write a sentence until being a text. As we know that students have been studying English since being in elementary school.

In fact, based on the observation that I have ever done when I still PPL (*Praktek Pengalaman Lapangan*) in SMP N 17 Medan, many students have weaknesses in writing a narrative text. If they asked to do a task, they always said that English so difficult. Then, from the test I have ever done, I ask them to write a sentence but the students were being confused to write and how to start the writing, the students still confused to make the content of the text relevant to the

²English Syllabus for Students Junior High School of Eight Grade.

³Nurhafizah, (2013). *Improving Students' Ability in Reading Comprehension on Narrative Text Trough Cooperative Learning Strategy Numbered Heads Together (NHT) Model at MAS PAB 2 Helvetia Medan*, Thesis, Faculty of Tarbiyah and Teacher Training he State Institute for Islamic Student North Sumatera , Medan

title, such as, I ask them to make a sentence about giving and asking opinion but they make a sentence about denying and admitting a fact. Then, from the results of the students' quiz that I have ever done, they do some mistakes when make a sentence in write a text such as "*Flower has a ovary is colour yellow, Tupperware berisi water and Dayat is frend Tengku*". Finally the result of their quiz are very low. This often happens many times when they were asked to write a sentence. Then, based on my observation, the teacher usually use lecturer method, given the task to the student and asked them to translate the text. This method made the students feel bored in the teaching and learning process.

All of the problems above occurs caused of the factor from the students and teacher. The factor from the students such as; the students do not have desire to study and they do not have motivation to learn English because they considered that English is very difficult. Then, the factor from the teacher is the teacher still use the conventional method in teaching and learning process especially in teach writing skill. This makes the students feel bored with the teaching and learning process. Therefore, they do not understand about the material or about how to write a sentence in English and their vocabulary is less too.

To solve the problems above areby solve the causes of the occurrence of the problems. From some causes mentioned, that must be solved about uninteresting method used bythe teacher in teaching and learning process. That is by given the task and ask them to translate the text, because with an interesting method will be able to improve the motivation of students to study and eliminate their presumption that English is difficult, and in a certain way can do a way that can improving their vocabulary too. Therefore, I required an interesting and different

teaching methods that can create a fun learning atmosphere and make students more active. In this case I interested to try a method in writing a narrative text, namely Estafet Writing.

Estafet Writing is a learning method of learning by doing or active learning which aims to enable students to associate learning as a fun activity. Estafet Writing is the method of writing in which writing is done alternately (chain) in a small group. The first student write a sentence that will be followed by the next student and so on until finished. This method is expected to be extremely helpful and simplify writing a sentence especially in writing a narrative text.

Based on the background of study above, a research entitled: “The Use of Estafet Writing Method to Improve Students’ Ability in Writing Narrative text at the 8 grade students of SMP N 17 Medan” was conducted.

1.2. Identification of Study

Based on the background above, some problems can be identified as follows:

1. The students are less motivated to learn English
2. The students still confuse to make the content of the text relevant to the title.
3. The students frequently confused to write a text and how to start writing a text.
4. The students have no many vocabularies
5. Teachers are still using conventional teaching methods in teaching narrative text

1.3.Limitation of Study

Based on the background issues and the identification of the problems above, the limitation problem in this study, I am focus on the students' ability in writing narrative text. The research conducted to the students' at 8 grade at SMP N 17 Medan.

1.4. Research Question

1. How are the teaching and learning process by use estafet writing method in writing narrative text at the 8 grade students ofSMP N 17 Medan?
2. Does the estafet writing method improve the students' writing ability in writing narrative text at the 8 grade students ofSMP N 17 Medan?

1.5. The Objective of Study

1. To identify how are the teaching and learning process by use estafet writing method in writing narrative text at the 8 grade students ofSMP N 17 Medan
2. To identify whether estafet writing method can improving the students' writing ability in writing narrative text at the 8 grade students ofSMP N 17 Medan

1.6.The Significances of Study

The study is expected to give both theoretical and practical contribution.

1. Theoretically:

Theoretically is expected that the results of this study give the contribution to the teaching and learning English to solving the students' difficulties in writing a narrative text and to make the teacher choose this method to improve students' ability in writing a text.

The results of this study are also expected to add some knowledge and enrichment of scientific assessment to provide scientific evidence of the effectiveness of the Estafet Writing method of teaching writing skills to write a narrative text.

2. Practically:

Practically, this research can be useful for students, English teacher and other researcher.

- a. For students, by this method the students can improving their ability in writing and they do not boring when study English.
- b. For teacher, as a guide in teaching and learning process can apply and using this method to make their students motivated in learning English especially in writing narrative text.
- c. For other researcher, it helps the next researcher getting prior information for further relevant study.

CHAPTER II

THEORETICAL REVIEW

2.1.Theoretical Framework

To support this study, I explain a theoretical framework related to the topic of this study. The theoretical framework is relevant theories that can be used to explain the variables to be studied, as a base to give temporary answer to the research question posed and the preparation of research instruments. In this section outlined the substantive foundation (both theoretical and methodological) used investigators in determining the alternative measures to be applied.

2.1.1. General Concept of Writing Ability

a. Writing Ability

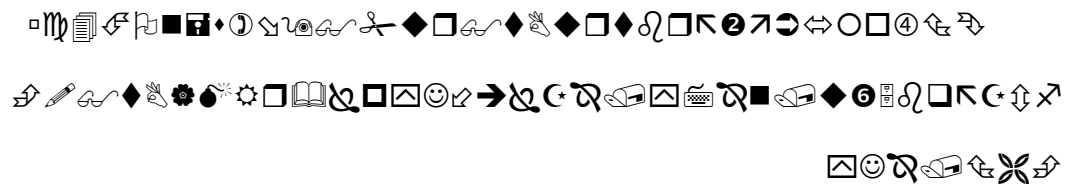
According to Utami writing is the expression of language in the forms of letters, symbols, or words. The primary purpose of writing is communication.⁴ Writing is an activity of delivering messages (communication) with the use of written language as the tools.

From the opinion above can be concluded that, writing is an activity carried out by someone in expressing ideas or thoughts in writing that serves to convey ideas or ideas they have and as a communication tool, the written communication.

Basically the principle of writing is as a means of indirect communication. Writing is very important for education because it allows pre-school thinking. By writing we can write down ideas or our ideas. As well as in Islam a write

⁴Utami, Dewi, *How to Write*, (Medan: La-Tansa Press, 2013), p.2

command also listed in several verses of the Quran, one of them is Q.S Al-Qalam 1-2:



Meaning:

“Nun. By the Pen and the (record) which (men) write, - Thou art not, by the Grace of Thy Lord, mad or possessed”.

From the verse above, we can understand that Allah also commands us to write with a pen, he had provided for the creation, since we humans are creatures which he gave the gift of reason and a mind to think as well of the Prophet Muhammad who is given the gift so that he is not a crazy person who not able to think.

As part of language skills, writing is a skill that is difficult and complex. Therefore, writing skills mastered after mastering another language skills. Thus, the skill of writing is one of the language skills held by someone after mastering listening skills, speaking and reading. The ability to write is basically not just the ability to write symbols graphics that form of words, and words are arranged into sentences, but rather writing skills is the ability to pour ideas into written language through sentences that are arranged as a whole, complete and clear so that the ideas or the idea successfully communicated to the reader. Writing skills include various capabilities, for example, the ability to use the elements in the right language, the ability to organize discourse in essay form, the ability to use language appropriate style and choice of words as well as others.

Writing ability can be divided into three, namely reproductive ability, receptive, and productive. Reproductive ability is to copy text from a book or note on the board. The purpose of this activity is to familiarize the students write the words in a foreign language. Then receptive namely the ability to write based on the responses of others are willing to accept and copy the answer given by others. The last, productive ability, the ability to write in which a person is able to produce fruit based on writing personal thoughts or ideas not from copying activities.

According to Lerner, some factors that influenced students' writing ability are; 1) motoric, 2) behavior, 3) perception, 4) the ability to execute the cross modal, 5) the use of dominant hand 6) the ability to understand the instruction.⁵

Therefore, it can be said that the skills or writing skills are essential skills that one has as a complement to the understanding and application of the three aspects of other languages. This is because, a man as perfect beings from other creatures because of the intelligence and the mind are not only able to communicate orally (talk), but is also able to communicate through writing.

b. Writing Process

The writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self-sponsors of their own writings.

⁵ Lerner, J & Kline. F, *Learning Disabilities and Related Disorders: Characteristics and Teaching Strategies*, (Newyork: Houghton Mifflin Co, 2006), p.25

The writing process comprises the mechanics by which writer create publishable products. This is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. In terms of instruction, it represents a holistic approach, encouraging creation of an entire product, rather than working on pieces of this process and only infrequently putting it all together.⁶

Writing process is the stages in produces a writing. Writing process as a classroom activity incorporates the five basic stages: prewriting, drafting, revising, editing and publishing.

1) Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information.

Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

The different types of prewriting technique that will be explore here are freewriting, brainstorming, clustering.

a. Freewriting

Freewriting involves jotting down on paper all of the ideas you have on a particular topic before you even begin to read about it or do research. Freewriting is a process of generating a lot of information by non-stop. It allows you to focus on a specific, but forces you to write so quickly that you are unable to edit any of your

⁶Garth, Sundem, *Improving Students Writing Skill*, (USA: Shell Education, 2007), p.41

ideas.⁷Freewriting is an artificial exercise, but many people learn to use the freewriting mode during serious writing projects — especially at the exploratory stages. Freewriting makes it possible to do nonstop, do not worry writing by removing most of the constraints of normal writing. Thus freewriting means:

1. Not showing our words to anyone, even the teacher or leader who suggests the exercise;
2. Not worrying about spelling, grammar, or mechanics;
3. Not feeling we have to stay on one topic — thus feeling free to jump or digress;
4. Not worrying about how good the writing is — even whether it makes sense or is understandable — even to oneself.⁸

b. Brainstorming

Brainstorming also called listmaking is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.

c. Clustering

Clustering also called mind mapping or idea mapping, is strategy which allows you to generate ideas you might to explore the relationship between those ideas. Clustering taps your intuitive and creative/connective mind.⁹

⁷Utami Dewi, *Op.cit*,p.15

⁸Peter, Elbow, *Teaching Writing, Teaching Media*, (Media Education Foundation), p.30

⁹Utami Dewi, *Op.cit*,p.11-20

Simply, it can be concluded that the activity of prewriting is an activity to make a plan, what we will do before writing a text.

2) Drafting

A draft is an early version of a piece of writing. A draft is not the end product; it is tentative and imperfect. A draft is more refined. Writing becomes impossible if you try to do it one polished sentence at a time.¹⁰

At the drafting stages, the writer focuses on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.¹¹

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. A draft is a work in progress. A good essay undergoes several revisions. Drafting allows you to get the most out of these composing stages. Through the brainstorming and gathering information stages, you have generated the raw material to compose effectively.¹²

There are some stages to write the first draft; never translate whole sentences from your mother tongue, avoid trying yet to organize your items. Rather, get your ideas out in front of you first, pour out your thoughts in English, in the language of speech, write in many short, simple sentences, Refer immediately to the main items involved; use signposts, write "long": Produce a 1,000-word text that will end as 600 words, allow yourself to use the passive voice (see section on passives) whenever comfortable, let yourself

¹⁰Thomas, S., Kane, *The Oxford Essential Guide to Writing*, (New York: Barkley Books, 2000), p.34-35

¹¹Richard and Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, (Cambridge: University Press), p.316

¹²Utami Dewi, *Op.cit*, p.20-21

use the spoken forms “there is / are / was / were.”, use simple verbs such as “to be / have / get / see / find out.”¹³

3) Revising

Revision is the key to effective documents. Revising means repairing what has been we write with attention to mistakes. In revising, here we make the sentences as simple and accurate as possible so it is easier to read and understand. Revisions were made to each of the parts or sentences that we think, is still less effective and redundant or sentences that are too convoluted.

By revision means that he has done improvements to the mistakes that exist in order to be better and more clearly so that more easily understood by the reader.

4) Editing and Proofreading

In this section, we will pay attention on the mechanical aspects of the language so that the student can improve his writing by correcting spelling errors or other writing errors. Actually, this activity is not far different of revision activities, because this activity is a continuation of the revision. The purpose of editing is to make writing activities can be read optimally by readers. If an article cannot be read to mean the writer has done in vain for an expression of feelings do not read people.

These are the broad categories for proofreading: check for such things as grammar, mechanics, and spelling, check the facts (if your writing includes details, be sure you have included the information correctly), confirm

¹³Carolyn, Brimley Norris, *Academic Writing in English*, (University of Helsinki, 2016), p.4

legibility (if you have written your final draft, make sure that each word is legible).

By doing editing and proofreading we can make our writing better, to make the writing almost perfect and there is no misunderstanding again in many ways.

5) Publishing

The final stage of the writing process is publishing. This means different things depending on the piece you are working on.

But, for students, in writing only four stages that usually used; prewriting, drafting, editing and revising. And it also no problem if the students want to publish their writing.

c. Teaching Writing

Like many other aspects of English language teaching, the type of writing we get students to do will depend on their age, interest and level. In general, we will try to get students writing in a number of common everyday styles. These will include writing postcard, letters of various kinds, filling in forms such as a job applications, writing narrative composition, reports, newspaper and magazine, article, etc. There is no limit to the kinds of text we can ask students to write. Our decisions, though, will be based on how much language the students know, what their interest are and what we think will not only be useful for them but also motivate them as well.¹⁴

¹⁴Jeremy, Harmer, *How to Teach English*, (Malaysia: Longman, 2004), p. 80

Furthermore, as does the teaching of other language skills, teaching writing skills as mentioned above, also requires a variety of ways or methods of teaching a diverse and fun in order to achieve the objectives set. And also for the learning process is not too monotonous and boring that can arouse student interest.

2.1.2. Written Text

Written text is something written in form of text to read by someone. To make it clear, the characteristics and type of written text will explain below.

a. Characteristics of Written Text

There are some characteristics of writing, from the perspective of a reader. First is permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work is written on the paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work. Second is production time. The good writing is that given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display. Third is distance. Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted. Four is complexity. Writer must learn how to remove redundancy, how to combine sentences, how to

make references to other elements in a text, how to create syntactic and lexical variety and much more. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.¹⁵

Therefore, we can concluded that a good writing is writing that has some criteria above that can easier understand by the reader so these writing is useful for the reader.

b. Types of Written Text

In accordance to the content of the curriculum that the teaching of English to secondary / equivalent, the students exposed to the process control of all kinds of texts. Understanding the types of text and rhetoric, able to write different types of texts and others that the whole is intended as a tool to convey and ask for information.

The various effects a writer may wish to have on his or her readers (to inform, to persuade, to entertain) result in different kinds of prose. The most common is prose that informs, which depending on what it is about, is called exposition, description, or narration.

Then, there are several types of text in the English language that are usually present in lessons for junior high school students, including:

1. Exposition

Exposition text is a type of text created to provide information to readers about their opinion or argument that we make as a result of the analysis of

¹⁵H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), p.341-32

a problem. Those problems could be any such problems, environment, natural, social, political, economic, and others.

2. Information report

Information report is a kind of text that is created to provide information to readers in the form of general knowledge about various things in our environment.

3. Discussion

Discussion text is the type of text are made to peel a problem from two different sides: the pros and cons side or on the positive side or the negative side.

4. Procedure

Procedure text is a type of text that is created to provide information to readers about how a work should be done or completed.¹⁶

5. Description

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.¹⁷

6. Recount

Recount is a text which contains the re-telling or re-experience or an event that never happened in the past.

¹⁶Pardiyono, *Mastering English Through Context*, (Yogyakarta: C.V Andi Offset, 2016),p. 127

¹⁷Thomas,S,Kane, *Op.cit*, p.351

7. Narrative

Narrative text is the text that contains the story of the past that can be folk tales, legends, fable and fairy tales. With respect to the author, title text narrative will be more clearly addressed in the next sub.

In the context of the communication board, all kinds of text such as mentioned above, basically just grouped into two:

1. Text messages containing information or facts about the past. Text types are included in this group recount (which includes spoof and Anecdote) and narrative. This text type is characterized by the use of verbs in the form of past sentences.
2. Text messages containing information about the subject or the facts of the present. Type of text included in this group are all kinds of text in addition to a recount and narrative, which is descriptive, procedure, explanation, information reports, exposition and text discussion.¹⁸

2.1.3. Narrative Text as a Written Text

a. Definition of Narrative Text

Percy in Permana and Zuhri state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story.¹⁹ From these statements it can be inferred that narrative text is a text that tells a kind of world events that can be

¹⁸Pardiyono, *Op.cit*, p. 4

¹⁹ Permana, Tahan Dwi dan Zuhri, Fauris. (2013). The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School. *Journal of Education* 01 (01)

informative or entertaining, and can be a word past or present events happening.

Focus writing is an event that happened in the past.

Narrative text contains a story about the life story of a hero in the past. Story life story in the narrative text provides exposure to the problems of conflict, the peak of the issue and concludes with an exposition on settlement solutions. The life story can be a fictional story or it could be a true story. The goal made the text narrative is to entertain, provoke our anger and give moral teachings to the reader.

Fairy tales or folklore is an example of narrative text, such as folklore: Malin Kundang, Sampuraga, Tangkupan Perahu and Lake Toba.

b. Generic Structure of Narrative Text

There are four generic structure of narrative text:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution

In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?))

4. Coda/Moral value

It tells a closing remark to the story and it’s optional. It consists of a moral lesson, advice, or teaching from the writer.

Then, there are several language features of narrative text, such as:

- a. Using saying verbs (e.g. answered, said, told, promised)
- b. Using thinking verbs (e.g. thought, felt, understood)
- c. Using action verbs (e.g. ate, looked, saw, heard)
- d. Using time conjunction (e.g. once, one day)
- e. Using connectives (e.g. after, before, the next day)
- f. Using past tense²⁰

2.1.4. Learning Method

a. Definition of Learning Method

In learning process, the term of method is often equated with the term approach, strategy, and technique. All of these term are important to support the teaching and learning process. Method means the way you used to do something.

²⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: A UNSW Press Book, 2005), p.221-222

According to Saiful Bahri Djamarah, the method is a method used to achieve a predetermined goal. Meanwhile, the Arabic method, known as *thariqah* which means the strategic steps be prepared to do a work.²¹

According to M.F.Patel, Methodology is systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". Method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc."²²

From some opinion above can be concluded that the method is a way or tips that are used to do something to get results or achieving the stated goals effectively and efficiently.

Furthermore, when connected with education, then the meaning of the method as a strategy as it has been described to be realized in the educational process itself. In the concept of the Islamic view, the method of education is defined by several terms, namely (1) *minhaj al-tarbiyah*, (2) *kafiyat al-tarbiyah*, (3) *wasilah al-tarbiyah*, (4) *at-tariqatu at-tarbiyah*, which means the road or the way must be pass.²³

Learning method can be interpreted as a means or measures that are used by a teacher to the students during the learning process for teaching materials can be delivered easily and effectively to the learners. Thus, it can be said also that this learning method as a tool to create a learning process.

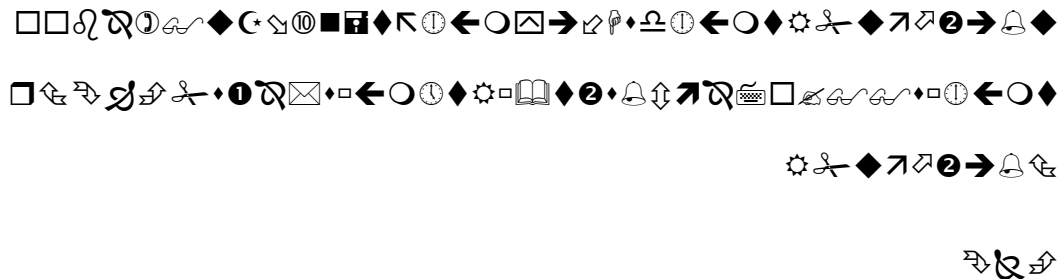
In educating and teaching people, the Prophet always pay attention to the problem of methods. One of his success in carrying out the apostolic mission is

²¹Syaiful Bahri Djamarah and Aswan Zaim, *Strategi Belajar Mengajar*,(Jakarta: Rineka Cipta,2013),p.20

²²M.F.Patel & Praveen,M.Jain, *English Language Teaching (Methods, Tools and Techniques*, (Sunrise Publisher &Distributors, 2008), p. 71

²³Ramayulis, *Profesi dan Etika Keguruan*, (Jakarta: Radar Jaya, 2013), p. 191

didactic stance in educating people. Some Quran verses which can be used as guidance in addressing the learning method among other things, the word of Allah in the Qur'an Surah A-Qiyamah verses 17-18:



Meaning:

“It is for us to collect it and to promulgate it. But when we have promulgated it, follow Thou its recital (as promulgated)”

From the verse above, when linked with the method, already mentioned a learning method that is simple and effective. The method is repetition method, which is in the learning process the teacher to repeat the material taught so that learners can be mastering. As we know that by repeating something many times it will be easier for us to remember.

b. Principles of Learning Methods

In the learning activities, method required for teachers to facilitate learning. As a teacher of course, we must be clever in choosing and using teaching methods that can be used to accomplish the goal of learning itself.

There are certain principles that we need to know more, including:

1. The method shall utilize the theory of independent activity.

Learning is the result of the activities of learners. Basically learn the tangible experience, react, perform, and according to this principle one learns through reaction or through independent activity which is the foundation of all learning.

2. The method must be used learning law.

That is, the activities in the learning method runs with orderly and efficient manner in accordance with the basic laws that govern its operation.

3. The method must begin with what is already know by learners..²⁴

That is, the method used can utilize past experience of learners who are still there are linkages of elements with elements of material to be delivered.

4. The method shall be based on the theory and practice are integrated well and has a purpose to unifythe learning activities.
5. The method should pay attention to individual differences and using procedures in accordance with the personal traits such as the needs, interests and mental and physical maturity.
6. The method should stimulate thinking and reasoning ability learners.
7. The method must be adapted to learners' progress in the terms of skills, habits, knowledge, and attitudes of learners.
8. The method should provide for students learning experiences through many learning activities and have variation.
9. The method should be challenging and motivate students towards activities concerning the differentiation process and integrase.

²⁴*Ibid.*,p.198

10. The method should provide chance for learners to asked and answered questions. And provide opportunities for teachers to find shortcomings in order to do repairs and enrichment.²⁵

The point of the principles set out above, that a teacher does not always have to be set to a single method, but can use methods that have variation accordance with the aims will be achieved. The use of learning methods were varied and interesting also supports the spirit of learners. A good learning method is a method that can stimulate children's interest in learning and can be used to achieve a predetermined goal.

c. Language Learning Methods

Learning methods as a way to present the subject matter or materials knowledge to learners manifold with many advantages and disadvantages respectively all methods are essentially good and can be used to present a variety of subject matter so that no single best method, right, and according to a particular subject.²⁶

Here are some methods of language learning:²⁷

1. The Direct Method

English or second language is taught with the use of gesture, action and showing objects.

2. The Audio-lingual Method

²⁵ *Ibid*, p.199-200

²⁶ Milan, Rianto, *Pendekatan, Strategi dan Metode Pembelajaran*, (Malang: Departemen Pendidikan Nasional Direktora Jendral Peningkatan Mutu Pendidikan dan Tenaga Kependidikan, 2006), p. 47

²⁷ María, Luisa Renau, (2016), "A Review of the Traditional and Current Language Teaching Methods", *International Journal of Innovation and Research in Educational Sciences* 3 (2).82-88

The Audio-lingual Method lasted from late 1950s to the 1960s. In this method, the language was divided in the four skills used when learning a language, in the following order: listening, speaking, reading and finally writing. Audiolingual lessons were based on dialogues and drills. Dialogues were used for repetition and memorization. The correction of pronunciation, stress, rhythm and intonation were emphasized.

3. The Structural Approach

The structural approach is based on the belief that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary. This approach employs techniques of the direct method of teaching but the use of translation is not wholly discarded.

4. Suggestopedia

Suggestopedia is a method developed by George Lozanov (1978). The main characteristics of this method were the decoration, furniture, and arrangement of classroom, the use of music, and the authoritative behavior of the teacher. The music was essential in this method since the intonation and the rhythm are the basis of the learning process. The main objective of this method was to make students achieve advanced conversational proficiency by the use of lists of vocabulary pair.

5. Total Physical Response (TPR)

Total Physical Response was a language teaching method built around the coordination of speech and action; it attempted to teach language through physical activity. The main objective of this method was to teach communication since comprehension was the most important aspect when learning a foreign language. The ultimate aim was to teach basic speaking skills. The main objective of this method was accomplished by using imperative drills to which the students had to answer with a physical response.

6. Communicative Language Teaching (CLT)

In this method the teacher is seen as a counselor that gives advice and assistance in case of need, and the learners are seen as the clients who determine what is to be learned. In this method, the class atmosphere and the peer support were essentials in the process of learning.

7. Task-based Language Learning

Task-Based Learning (TBL) refers to language acquisition through solving a problem or doing a task without concentrating on language features. A task involves an activity consisting of three stages: the pre-task, the task itself and focus on language. TBL involves students in performing tasks relevant to their future profession. Task-Based Learning (TBL) is thought to create such a balance by providing an ideal environment for facilitating language acquisition. In a Task-Based Learning, learners are presented with a task or problem to solve and do not concentrate on language features during performance. Language analysis is incorporated after learners have performed a task.

Although TBL seems to grant meaningful use of language and can promote autonomous learning. It fails to become universally accepted by teachers and linguists due to the difficulties in evaluating learning outcome. Increases learners' motivation and does not emphasize linguistic issues in the primary stages. Language analysis is incorporated only after learners have performed a task and depends on their needs, which become apparent only after performance. TBL seems to grant meaningful use of language and can promote autonomous learning. Moreover, it implies meaningful use of language and provides unthreatening environment for learning.²⁸

8. Active Learning Method

Active learning method is a method of learning that require active participation of students in learning. Activity learning is for students so that students should play an active role while teachers as facilitators.

2.1.5. Estafet Writing Method as Language Learning Method

Estafet writing method is one of method that can be applied to create a joyful learning and make learning more active in learning activities in the classroom. Estafet writing or write chain including one of the active learning methods or learning by doing which aims to enable students to associate learning

²⁸Galina Kavaliauskiene, *Task-Based Learning and Learning Outcomes in the ESP Classroom*, (Vilnius: Mykolas Romeris University, 2005)

as a fun activity. This innovative method is a method which involves the students learn by groups.²⁹

In this learning method students are actively involved in a wide range of vocabulary to write in sequence. Alternately students write the vocabulary in a piece of paper. In the implementation in learning English, the students were asked to write down a vocabulary or sentence in a piece of paper which will then be followed by a group of their friends in sequence to write the next word or phrase so that it becomes a coherent whole and understandable. The word or phrase that is written may not be equal to one another, but must remain interconnected.

According to Syathariah in Rosaliana, the steps of estafet writing method are as follows:

1. Before starting the estafet writing method, the teacher explains the theme and the material to be taught;
2. Teacher asks students to create groups numbering 5-6 people;
3. After that the teacher asks students to make the opening sentence;
4. Once the learners to write the opening line, learners become the first person. Then on the first count, the teacher gave the order to raise the height of holdings learners respectively, on the second count the teacher told the students handed over to a friend of his book to her right.

²⁹ Praeska Andre Rosaliana (2014), *Keefektifan Metode Estafet Writing Dalam Pembelajaran Keterampilan Menulis Bahasa Jerman Peserta Didik Kelas XI Di Sma Negeri 1 Sedayu Bantul*, Thesis, Universitas Negeri Yogyakarta

5. These students into the two should continue his essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.
6. After the two finished, the teacher returned to a matter to be left to his right friends, and so on clockwise, until the time specified by the teacher;
7. After the specified time teachers finished, exercise book should be returned to the original owners. The owners of books to read results of essays written in sequence and marked sentences are false or incoherent;
8. The teacher told one of the students wrote down the results of serial write on the board, then teachers and learners corrects together.

The advantages of estafet writing method are: (1) Make the students enthusiastic in teaching and learning process, (2) Create the funny atmosphere in teaching and learning process, (3) The students more careful teaching and learning process, (4) In writing a short stories, poetry or essay, learners can be active poured their imagination, passing first sentence that written by his friend.

The disadvantage in the estafet writing method namely, (1) the time is limited in the application of estafet writing methods in learning, (2) learners seem in a hurry in the application of the material by using estafet writing method, (3) The class atmosphere tends noisy, because of liveliness learners. This can be overcome by the teacher should always be readily assist learners who experience

confusion, the students also must pay attention to the teacher's explanation of the beginning in order to avoid confusion.³⁰

2.2. Related Studies

This study is related to some studies. First, this study related to the study of Risca Sulistiani (2014) “Penerapan Metode Estafet Writing Untuk Meningkatkan Kemampuan Menulis Puisi Bebas Pada Siswa Kelas V SDN Cihanjuang I Kecamatan Parongpong”

This research used Classroom Action Research design, that is research being done to solve the existing problems in the classroom when the learning process. In this design, the research subjects were included in this Class Action Research is a fifth grade students of SDN Cihanjuang I Kecamatan Parongpong Kabupaten Bandung Barat totaling 29 people including 15 female students and 14 male students. Researchers decided to conduct research in the fifth grade due to several considerations, namely the discovery of a very important issue and it needs to be repaired.

Based on these results, it appears that learning by using innovative estafet writing methods shown to increase motivation students in developing imagination to write a poem. During the implementation process of learning by applying the method of Estafet Writing is underway, students seemed enthusiastic about writing poetry, because the methods used by teachers is a new method that has never been applied and they got before. For students, the method used is very interesting that the learning activity is going well, fun and not boring.

³⁰*Ibid*

The equation in this research is the method used, the estafet writing method. The difference between the relevant research in this study is the variable Y. The variable Y on the relevant research is a skill to write short stories, while the variable Y on the research that will be done is the writing skills of narrative text.

The second related study to this study is the study of Siti Syathariah (2008) "Menulis Berantai (estafet writing) sebagai Metode Inovatif dalam Pembelajaran Menulis Cerpen di SMA Cendana Pekanbaru". This research used pre-experimental research and the type is one-shot case study. In this design, the subject of research examined in one certain time after given some act that considered causing a casual improvement. Based on these results it appears that learning by using innovative estafet writing methods shown to increase motivation students in developing imagination to write a poem. The equation in this research is the method used, the estafet writing method. The difference between the relevant research in this study are type of reaserach and the variable Y. The variable Y on the relevant research is a skill to write a poem, while the variable Y on the research that will be done is the writing skills of narrative text.

The third related study to this study is the study of Praeska Andre Rosaliana (2014) "Keefektifan Metode Estafet Writing Dalam Pembelajaran Keterampilan Menulis Bahasa Jerman Peserta Didik Kelas XI Di SMA Negeri 1 Sedayu Bantul". This research used quantitative research use exterior-experiment method. Based on the result of this study the learning activities used estafet writing method more effective that use conventional method and there is different that positive and significant to the student's achievement in writing Jerman Language at

students XI grade of SMA Negeri 1 Sedayu Bantul. The equation in this research is the method used, the estafet writing method. The difference between the relevant research in this study are type of reaserach and the variable Y. The variable Y on the relevant research is a skill in writing generally, while the variable Y on the research that will be done is the writing skills of narrative text.

2.3. Conceptual Framework

Writing is one of the four languages is also very important and influential in a person's ability to speak English. Writing is an activity to deliver messages or communicate with using paper as a medium. Many people said that writing was the most difficult language skill than the three other skills. This is evidenced by the number of students as learning difficulties in writing, especially in learning English.

The learners of SMP N 17 Medan still have difficulty in mastering writing skills in English. Whereas for learning foreign languages, especially English writing is an important skill in mastering the language. This is because the teacher in teaching and learning process only using conventional methods. This case known at the time of observation, the teacher uses lectures and only ask the student to do the task in English learning. Teacher using conventional methods because this method is very easy to implement in learning. Teacher do not need a long time to prepare for this method. But teaching and learning process in the classroom to be less attractive and make students lazy and lackluster moreover they assume that the English language was very difficult.

Based on the condition of class VIII students of SMP N 17 Medan, is expected that there are some learning methods to improve English writing skills. Estafet

Writing Method assumed can be used in learning English writing. Estafet writing method is a method of active learning where students do writing activities in a chain or another continued to connect. Students will complete a writing in groups. Starting with the first student to write a sentence related to the material provided later continue by a group of their friends and so on until finished.

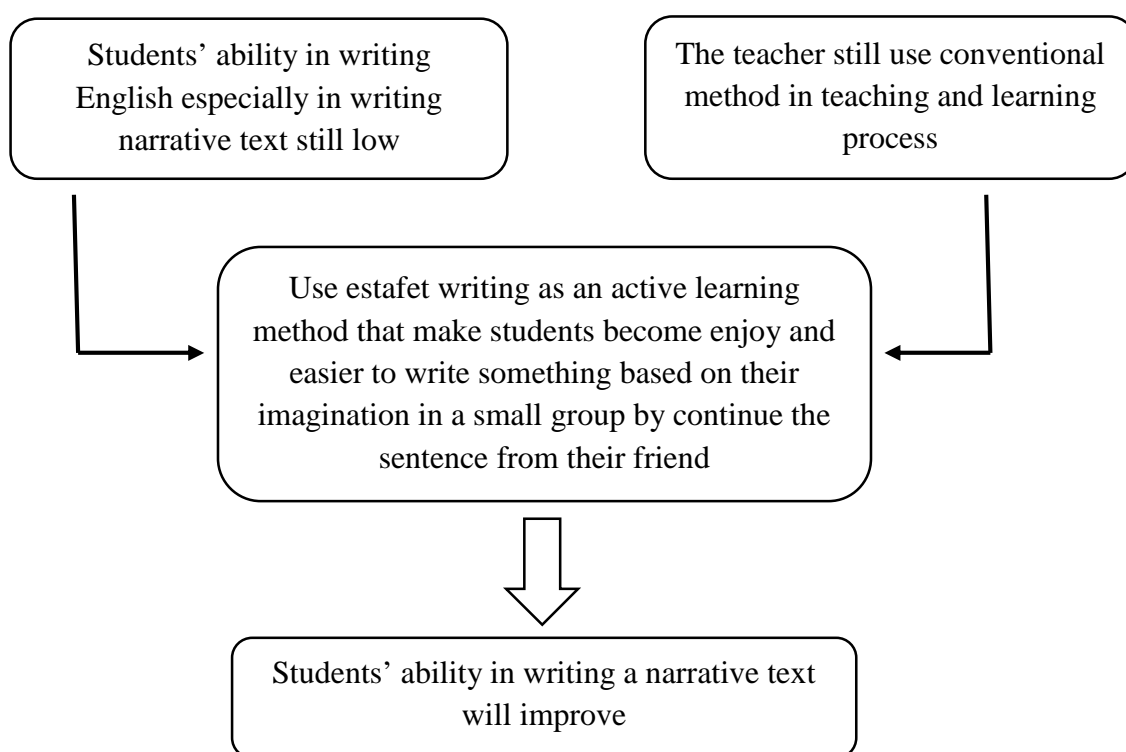
This estafet writing method offers a way of teaching or learning how to make students more active and learning becomes fun activities. Teachers just served as mentors and guides his students in completing writing. This method also reduces the attitude of fraud that may take place when the students write a text and copy it from a variety of sources, because with this method the student is directly poured what they think to connect his sentence so that is also useful in their thinking ability.

By using this method the students are expected to write sentences that eventually combined into a text. The use of estafet writing method make learners active in writing English. Because learners should continue one sentence to the next sentence by orders given by the teacher. Learners be motivated to make a sentence in English. The purpose of the estafet writing method is to grow up the spirit of learners to write a certain writing or essay.

By using estafet writing method learners become easier issuing their opinion, writing something that suitable to what is in their imagination, because by continuing the next sentence of their friends, they are also become active learners in learning. The process of teaching and learning in the classroom are attractive and comfortable makes the students happy and it can foster enthusiasm in learning English.

From the description above shows that estafet writing method predicted positive influence on English writing skills, so it can be expected that this will lead to differences between the writing skills of learners who are taught using estafet writing method and taught using conventional methods.

To make it more clear the conceptual framework above can drawing as follow:



2.4.Hypothesis

Based on the previous discussion on the background of this study, the hypothesis is formulated as follows:

1. Estafet writing method can improving students' writing ability in writing narrative text at the 8 grade students ofSMP N 17 Medan

2. Students who received the learning process by using estafet writing method have the ability to write a narrative text further increased compared to before using estafet writing method in learning process at the 8 grade students of SMP N 17 Medan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method used in this study. This chapter covers the presentation of research design, research subject, place and time of research, procedure of research, technique of collecting data, and technique of data analysis.

3.1. Research Design

Types of research in this research was Classroom Action Research (CAR). According to Eileen Ferrance stated that “Action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.”³¹ Classroom Action Research (CAR) is a class contextual research activities undertaken to solve the problems faced by the teacher in the class to make the learning and teaching process be better and can achieve the purpose of learning process itself. I used Classroom Action Research because based on the research that I have done about how to improve the students’ ability in writing use a method. CAR is suitable to know the students’ ability in writing, because to know it, I had to look and observe directly the students in the classroom and to apply the method.

In this research, I used a combined approach, namely qualitative and quantitative.

³¹ Eileen, Ferrance, *Action Research*, (New York: Brown University, 2000), p.1

1. Qualitative research used to analyze data on the processes that occur during the act of learning to do. The data have analyzed in the form of data observation, and field notes.
2. Quantitative research used to analyze data that showed improvement and progress of students in learning. The data have analyzed in form of students' score in writing narrative text.

3.2. Research Subject

The subject of this study was students at grade VIII SMP N 17 Medan in academic year 2016/2017. I chose this school because some factors, such as I have done PPL in this school, so I have known about the students' ability in this school. Then, this school not too far from my house. The English teacher taught 5 classes altogether: VIII-5, VIII-6, VIII-7, VIII-8 and VIII-9. I selected Grade VIII-6 which consists of thirty seven (37) students. The subject was chosen based upon the pre-research that I did before. This class chose because the problems that has said in the background of study happened in this class. That was why they need an appropriate method to help them improve their English skills.

3.3. Place and Time of Research

This research was conducted at SMP N 17 MEDAN at Jl. Kaptan M. Jamil Lubis No.108, Bandar Selamat Medan Tembung, Medan, North Sumatera. This research started from January up to March 2017.

3.4. Procedure of Observation

I was not only as the observer while the action but I also prepared a lesson plan and the assessment or test before Classroom Action Research (CAR) pre-test and after Classroom Action Research (CAR) post-test in each final cycle.

The Classroom Action Research (CAR) procedure used in this research was Kurt Lewin design. That was consist of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.³²

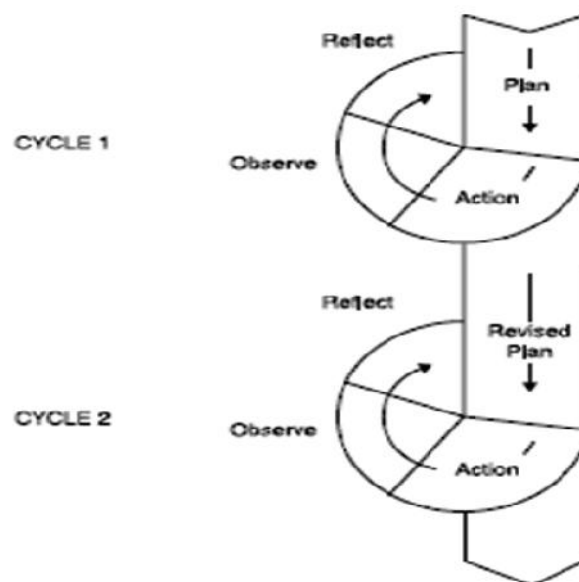


Figure 3.1.Steps of Classroom Action Research According toKurt Lewin

To make clear what happens in every phase. Here are the explanations:

1. Planning Phase

Planning involves thinking about what I want to improve, how I go about it, and how I evaluate what I have done. In this phase, I also explained about *what*, *why*, *when*, *where*, *by whom*, and *how* the research was done. In the preparation stage of this research, I determined the point or center of events that need special

³² Franco, V., et al, *Action Research Reflections: The Wanganui Adult Literacy and Employment Project*, (New Zealand:Massey University, Department of Communication and Journalism, 2007), p.6

attention to be observed, and then make an instrument analysis to help me recording the facts that occurred during these procedures.

2. Acting Phase

In this phase consist of what I have done as an effort to increasing or make a change based on the planning.

3. Observing Phase

This phase have done by myself. Both observing and acting taken place in the same time. In this phase I observed the result or effect from the acting that I have done. The term observation used because the data collected by observation technique.

4. Reflecting Phase

In this phase, I examined, saw, and considered the results or impact of the action. Any information collected need to be studied linked with one another and their relation to the theory or research results that already exist and relevant. Through a deep reflection can be concluded that the steady and sharp. Reflection was a very important part of CAR to understand the processes and outcomes that occur, namely in the form of change as a result of the action taken.

Based on Kemmis and Mc. Taggart action research design above, I described further concerning the implementation of Classroom Action Research (CAR) in the cycle one and cycle two as following:

1. Pre-Research which includes the following activities:

- a. Preparing the research instrument
- b. Interviewing the teacher to know the subject of the research condition.
- c. Giving a pre-test to the students

2. Cycle I

a. Planning, which includes the following activities:

- 1) Curriculum study, programming and planning of learning which involves the application of the meetings
- 2) Preparing material tools
- 3) Preparing lesson plan
- 4) Preparing evaluation tools

b. Acting, which includes the following activities:

- 1) Doing learning by estafet writing method in writing narrative text
- 2) Giving post-test cycle I to the students

c. Observing, which includes the following activities:

- 1) Observing the students activities during learning activities
- 2) Rewriting the events that appear on the students during learning activities
- 3) Observation data collected during the execution of learning activities

d. Reflecting, which includes the following activities:

- 1) Analyzing data from the implementing of action
- 2) Evaluating the implementation of measures that have been done on the cycle I
- 3) Planning the actions for the second cycle

3. Cycle II

a. Planning, which includes the following activities:

- 1) Collect the advantages and disadvantages in the first cycle, and carried out repairs on the cycle II.
- 2) Preparing lesson plan by looking the reflection result in cycle I
- 3) Preparing the research instrument
- 4) Preparing the evaluation tools

b. Acting, which includes the following activities:

- 1) Doing learning by estafet writing method in writing narrative text. That expected in cycle II students more mastering to write a narrative text.
- 2) Giving post-test cycle II to the students to get the data about the increasing of student ability in writing narrative text

c. Observing, which includes the following activities:

- 1) Observing the students activities during learning activities
- 2) Rewriting the events that appear on the students during learning activities
- 3) Observation data collected during the execution of learning activities

d. Reflecting, which includes the following activities:

- 1) Analyzing data from the implementation of action
- 2) Evaluating the implementation of measures that have been done on the cycle II

3.5. Technique of Collecting Data

1. Observation

I used semi-participant observation to know the occurrences within learning process where I took a part in the environment of the subject that observed. I used this technique because by observed directly, I can took the accurate data. In this technique, I observed about the teacher performance in teaching and learning process, class situation, and students' response concerned the use of Estafet Writingmethod. In general, all of the needed aspects that should be noticed to make sure whether the teaching learning processes were in line with the lesson plan or not.

2. Interview

In this research, I used semi-structured interview to find out some problems more clear, the participant asked to give opinion and ideas. Before implementing Classroom Action Research, I asked the teacher to know students' difficulties in learning narrative text, and the method or kinds of strategies usually used by the teacher in teaching narrative text. Then, I asked some students also about their difficulty in study English and the method that used by the teacher in teaching and learning process. Then, after the implementing Classroom Action Research I also asked the teacher and some students to know about their opinion about the method that used in this research. I used this technique because by interview I took the data from the different point of view and got some ideas from the participant.

3. Test

The test used in this study were pre-test and post-test. The pre-test was done before implementing Estafet Writingmethod. The test was to measure students' understanding in learning narrative textat first. The test in form of essay.

Meanwhile, the post-test implemented after using Estafet Writingmethod. In this study, the test was done in form of essay. The test was held on every second action of each cycle. The test was done to know the result of the students in writing narrative by used Estafet Writing method.

The test's score is according to analytic scoring (Language Assessment: Principles and Classroom Practices) by Brown as follows:³³

Table 3.1
Analytic Scoring
(Language Assessment: Principles and Classroom Practices)

Categories	Maximal score
Content	20
Organization	20
Vocabulary	20
Language Use	20
Mechanics	20
Total	100

³³Brown, Douglas, *Language Assessment: Principles and Classroom Practices*, (New York: Longman.com, 2004), p.25

3.6. Technique of Data Analysis

In this research, there are two kinds of data that I collected, they are qualitative data and quantitative data. Technique of analysis the data as follow:

1. Qualitative data

Qualitative data is data about the information which give a description of students' expression toward the subject (cognitive), students' responds toward the new method (affective), and students activity toward learning a subject, their attention, their enthusiastic in learning, their response; their motivation of learning can be analyzed qualitatively.

The qualitative data was analyzed in several steps as Burns suggested:

a. Assembling the data

The data were collected according to the questions or problems to overcome. The researcher looked for broader patterns, ideas or trends that seem to answer the questions.

b. Coding the data

Once assembling the data was done, the next step was coding the data. It was to reduce the large amount of data which could be collected to more manageable categories. In developing the categories, I managed the data into more specific patterns by labeling or giving codes.

c. Comparing the data

After the coding was complete, the patterns were compared to different sets of data (e.g. interviews compared with observation) to see whether the respondent said the same things or contradicted.

d. Building meanings and interpretations

I interpreted the data based on the previous steps to make some sense of the meaning of the data. In this step, there were some processes of posing questions, identifying connection and developing explanation about what the research meant at the broadest level. That was followed by ruination of the personal theories about the meaning of the research.

e. Reporting the outcomes

This process was emphasized on how the data would be presented.³⁴

2. Quantitative data

Quantitative data comprises of students' score of learning outcome. This research can be considered success when students have understood narrative text. The increasing of their ability can be shown with increasing score which was gotten by students from pre-test score to post-test score. The writer uses three techniques in analyzing the numerical data as follows:

- a. I sought the average of students writing score within pre-action and post-action of every cycle by using the formula:³⁵

$$Me = \frac{\sum x_i}{n}$$

Me	= Mean
	= Epsilon
Xi	= point x to until n
n	= number of students

³⁴Burns, Anne, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999)

³⁵ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2015), p.49

- b. I sought the class percentage which pass the (MCA) score (75) by using the formula:³⁶

$$P = \frac{F}{N} \times 100$$

P = the class percentage

F = total percentage score

N = number of students

- c. To know whether any improvement or not in students' score, I analyzed their score from pre-test up to post-test score in cycle 1 and cycle 2 by using the formula:³⁷

$$P = \frac{y1-y}{y} \times 100$$

P = percentage of students' improvement

y = pre-test result

y1 = post-test 1

$$P = \frac{y2-y}{y} \times 100$$

P = percentage of students' improvement

y = pre-test result

y2 = post-test 2

³⁶ Anas, Sudijono, *Pengantar Statistis Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.43

³⁷ David E. Meltzer, *The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Score*, (Iowa: Department of Physics and Astronomy, 2008), p.3

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, I present about the research finding and the discussion. This involves the way to improve students' ability in writing narrative text through estafet writing method, at VIII-6 class of SMP Negeri 17 Medan in academic year 2016/2017. The research findings describes in three parts: data description, data analyzing and discussion.

4.1. Data Description

4.1.1 Findings before Implementing the Classroom Action Research

A. The Result of Pre Interview

Pre interview was held on Friday, February 17th 2017 at school. The informant were teacher and some of students. Here, I used semi-structured interview. Firstly, I interviewed the teacher. I asked about some questions related to the teaching and learning process of writing narrative text. The questions were about general condition in English class primarily on students' performance and students' achievement, the difficulties faced by students in writing, and the method that usually used by the teacher to solve the students' difficulties in writing a text especially writing narrative text.

First, the general condition in the class. The teacher said that the students lack of understanding in writing. They usually want to do the teacher order but they faced difficulties because they not understand about how to write the text. Some students usually paid attention to the teacher if the teacher explain the

material, but another students make a noise. Some of students were good enough in writing, but most of them were less.

The second was discussed about the students' difficulties in writing text. The teacher said that the students faced some difficulties, such as; they did not understand, confused to write so they look or cheating from the book.

The third was discussed about the method that used by the teacher to solve the students' difficulties in writing. To solve the difficulties teacher said that he usually explained the material and asked the students to copy the text from the book and discussed it together.

The second informant was some students. I asked them about their felling in study English, their difficulties in study English, and asked about the method that used by the teacher. Some students said that they like study English, because English is fun, the language was different with Indonesia language, the teacher was friendly and very kind. Another students said they did not like English because it was difficult and not understand. Then, some of students said they faced difficulty in speaking, because it was difficult and did not know how to speak. Then, in writing also, because they did not know how to write a sentence used English. The students said that the method used by teacher was not interesting, because the teacher never explained the material and always asked to translate the text.

B. The Result of Pre Observation

Pre observation was conducted the teaching and learning process before implementing the action. I conducted pre observation in the VIII-6 class that consist of thirty seven (37) students.

In the class, the teacher only asked the students did the task in the book or continued the homework that gave by teacher then asked them to translate it. Then, the teacher control the student by sat on the chair. After finished, the task was sign by the teacher. If the task was not finish yet, it became a homework. The teacher rarely explained the material. Based onmy observation, it made the students feel bored and make them noisy in the class. Some of students did the task, but another students make a noise and told with their friends.

C. The Result of Pre-test

The pretest had been done before the Classroom Action Research. I conducted it on Friday, February 17th 2017. In pretest the students asked to write a narrative text by choose one of the theme given. Then, scores were taken in five criteria as adapted from Brown, which were the scores of content, organization, vocabulary, language use and mechanics.



Figure 4.1. The students was doing the pre-test

Based on the result of pretest, the data showed that the mean score of pretest was 34.45. This means that the students' ability in writing narrative text before using estafet writing method was 34.45. There were no students passed the (MCA) or all of the students were still below the Minimum Criteria of Accomplishment. The higher score was 60 and the lowest score was 20. From the pretest result, it could be seen that students' ability in writing narrative text was still very low.

4.1.2. Finding of Cycle I

1. Planning

In this phase, I and the teacher made planning for the action based upon the problem faced by students toward writing skill. In this case, I arranged a lesson plan based on the teaching material. In lesson plan, I prepared some exercise for students' group work. Beside of making lesson plan, I also prepared observation sheet to observe the students' performance during the teaching and learning process. Then, I also prepared the post-test 1 to collect the data to know whether there were some students' improvement from pre-test to post-test 1.

2. Acting

In this phase, the action of the cycle 1 was done for three meetings. The action was done on February 17th after done the pre-test, 22th and 24th 2017. Here, I conducted the estafet writing method in writing narrative text. In the first meeting, I gave the material about simple past tense, because the language of narrative text used simple past tense. I reviewed about simple past tense a little by explained the material again, because they have study it before. Then, I divided

the students to six group and gave them some jumbled word about simple past tense. Then, they arranged the jumbled word into a good sentence together with their group by used estafet writing method.

Some of those activities above can be seen in the following pictures:



Figure 4.2. I explained the material about simple past tense



Figure 4.3. The students sat in a group and I gave the exercise to each group



Figure 4.4. I explained the steps of estafet writing method in cycle 1

In the second meeting, I gave explanation about narrative text and they did some exercise together with their group about narrative text used estafet writing method. Then, in the third meeting I also did the same case to meeting two, the students wrote a narrative text used estafet writing method. After that, I gave the post-test 1 at the end of cycle 1. The test was an individual test not group work again. The students wrote a narrative text based on the picture. The post-test was carried to measure how well the students' ability in writing improved.



Figure 4.5. The students was doing post-test 1

3. Observing

In this phase, I tried to notice all activities in the physical classroom activity. It might be about the class atmosphere and students' participation during teaching and learning process use the estafet writing method. In this research I collaborated with my friend, as an observer when teaching and learning process.

First, related to the class atmosphere, the classroom was still noisy when I explained the material and some students still did not pay attention to my explanation. Second, related to the students' participation, it showed some students asked some question and answer the question when I explained the material. Some of them also did not practice with their group, because they were

still confused about the method. Then, they made a noise, but they still enthusiast to write the answer. They seemed to be interested in the counting that I gave in this method.

4. Reflecting

After the implementation of action in Cycle 1, in teaching and learning process, the teacher and I discussed about the conclusion of the action in students' writing ability. Based on the result of the post-test I, there were only five (5) students or 13.51% of students who passed the Minimum Criteria of Accomplishment. The students' writing score increased compared to the pre-test with the average of the score increased from 0% to 13.51%. Through the score can be said that the use of estafet writing method in writing narrative text gave the good influence to the students.

Although there was an improvement in cycle 1, this condition has not reached yet the criteria of success that has been decided. Then, I tried to modify the action in order to increase the score of students in the class could pass the (MCA). Therefore, there must be more effort to improve students' writing ability by using estafet writing method.

4.1.3. Finding of Cycle II

1. Planning

After finding the data that the students' writing ability in cycle still low, I rearranged the lesson plan which was used in the cycle II. As in the previous cycle, in the lesson plan I also prepared some exercise for the group work of students. I also prepared observation sheet to observe the students' performance

during the teaching and learning process to know was there improvement or no. Then, I also prepared the post-test 2 to collect the data to know whether there are some students' improvement from post-test 1 to post-test 2.

2. Acting

In this phase, the action of the cycle 1 was done for two meetings. It was done on February 28th and March 01st 2017. Here, I conducted the estafet writing method in writing narrative text. I explained more clear about the step of estafet writing method. In the first meeting, I explained a little about narrative text and the generic structure of narrative text. Then, I divided the students to six group and gave them a narrative text to identify the generic structure of text and I also gave some jumbled paragraph about narrative text. Then, they arranged the jumbled word into a good paragraph together with their group by used estafet writing method.



Figure 4.6. The students was doing the task by used estafet writing method that guided by me

In the second meeting, the students wrote a narrative text used estafet writing method. After that, I gave the post-test 2 at the end of cycle 2. The test

was an individual test not group work again. The students wrote a narrative text based on the picture. The post-test was carried to measure how well the students' ability in writing improved in the cycle 2.



Figure 4.7. The students was doing the post-test 2

3. Observing

As a previous cycle, in this phase I observed all of the activities in the class. The student's improvement in teaching and learning process. Mostly student have more understand about the step to do the estafet writing method. They already have good enthusiast to do the exercise. They also already paid attention to my explanation. Related to their participation in this cycle showed some progress than in the previous cycle. Most of students answered my question and worked in their group.

4. Reflecting

In this phase, I analyzed again the result of cycle 2. Most of students respond me actively. Furthermore, the teaching and learning process was done better than before. I felt satisfied because the students have significant improvement from the score that they got from pre-test, post-test 1 and post-test 2.

In this phase, 22 students or 59.45 students passed the Minimum Criteria of Accomplishment. That means the score increased about 45.94%. Therefore, I decided to stop the Classroom Action Research because it had already succeeded.

4.1.4. Findings Data after Classroom Action Research (CAR)

After the action in cycle I and cycle II, I gained three data as before implementing the action. Those were the result of post interview, post observation and post-test.

A. The Result of Post Interview

After implementing the estafet writing method in writing narrative text, I held the post interview with the English teacher and some students in VIII-6 grade also. This interview was conducted to know the English teacher and the students' responses related to the use of estafet writing in writing narrative text. I asked some question to the teacher and students.

First, I interviewed the teacher about his response related to the used estafet writing method. The teacher said that this method can help the students in writing and they looked enthusiast. This method also made the students cooperate each other because they worked in a group. The improvement of students' ability in writing narrative text also showed, could prove from the students' score.

Second, I interviewed some students in VIII-6 grade, I asked about their response and their feeling in studied by used estafet writing method. They said that estafet writing method more interesting than the method before, because they did not ask to translate text only. This method also help them to write a text step

by step. Based on the explanation above, I concluded that the Classroom Action Research had been done well and successfully.

B. The Result of Post Observation

I also took the observation after implementing the action. This observation to know how the progress of students in learning writing narrative text, whether there were improvement of students in writing narrative text or no. Actually, based on the result of the observation showed that students' ability in writing narrative text and their participation in learning English were improved.

C. The Result of Pre-test, Post-test I and Post-test II

To make the data more clear and to prove the improvement of students, here I input the result of data including the result of pre-test, post-test I and post-test II into a table as following:

Table 4.1
The Result of Students' Pre-test, Post-test I and Post-test II

Student's Initial	Pre-test	Post-test I	Post-test II
AN	25	65	75*
AH	40	50	70
AT	20	54	75*
APT	60	81*	85*
AAS	25	50	65
ARS	45	77*	81*
BAA	25	40	68

DW	-	-	-
DG	55	63	62
DF	45	55	76*
DI	30	60	75*
FA	55	60	75*
FN	35	50	75*
HDS	50	60	78*
IWH	25	48	69
LR	30	65	81*
MT	-	-	-
MY	25	46	75*
MS	55	75*	75*
MFA	55	60	75*
MR	25	40	68
MY	40	55	75*
MA	48	56	73
NA	35	59	68
NSF	45	60	62
NL	35	56	77*
RAN	50	65	75*
RA	25	50	75*

RR	30	62	70
RSS	-	-	-
RF	25	50	75*
SP	35	71	77*
SR	60	75*	75*
SO	55	59	76*
SG	40	60	65
SA	-	-	-
TM	30	75*	76*
Mean: $\bar{x} = \frac{\sum x}{n}$	34,54	52,75	65,45

*: The students who passed Minimum Criteria of Accomplishment (75)

To know and to compare the students' test result between pre-test and post-test of each cycle, I used quantitative data to analyze the data by used some formula in some step. I calculated the students' mean score of test, calculated the class percentage, and calculated the students' improvement from pre-test, post-test I and post-test II.

To analyze the data of pre-test, the first step that I was done is calculated the mean score of the class use the formula as following:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1278}{37}$$

$$\bar{X} = 34.54$$

Based on the calculation above, the data showed that the mean score of pre-test was 34.54. This means the students score in the pre-test was about 34.54.

Then, the second step was to know the percentage of students' score who pass the KKM (75). That was calculated by used the formula below:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{0}{37} \times 100$$

$$P = 0\%$$

From the calculated of students score percentage in the pre-test who passed the Minimum Criteria of Accomplishment was 0%. This means in the pre-test no one students passed the Minimum Criteria of Accomplishment. The higher score of students in the pre-test was 60 and the lowest score was 20. In the other words, the students' ability in writing narrative text still low.

Next, in the cycle I of implementing the Classroom Action Research, I calculated the result of post-test I to know the students' score improvement from the pre-test to post-test I. There were three steps to get this improvement by calculating the students mean score in the class, calculating the students' improvement score from the pre-test to posttest, and calculating the class percentage.

First, calculating the mean score of students of the class by used the formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1952}{37}$$

$$\bar{x} = 52.75$$

Based on the calculation above, the mean score of students in post-test 1 was 52.75. This means the students score in the post-test 1 was about 52.75. The higher score in the post-test 1 was 81 and the lowest score was 40. This means that there were some improvements from the pre-test to the post-test 1 about 18.21 point (52.75-34.54).

The second step was the calculation of the percentage of students' improvement score from pre-test to post-test, the calculation as follow:

$$P = \frac{y_1 - y}{y} \times 100$$

$$P = \frac{52,75 - 34,54}{34,54} \times 100$$

$$P = \frac{18,21}{34,54} \times 100$$

$$P = 52.72\%$$

From the calculation above, it could be seen that the percentage of students' improvement score from the pre-test to post-test increased about 52.72%.

The third step was to know the percentage of students' score who passed the Minimum Criteria of Accomplishment (75) in post-test 11. The percentage calculated as follows:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{5}{37} \times 100$$

$$P = 13.51\%$$

Based on the calculation above, the class percentage which passed the Minimum Criteria of Accomplishment in post-test 1 was 13.51%. The percentage in the cycle 1 of Classroom Action Research showed there were 5 students who passed the Minimum Criteria of Accomplishment and there were 32 students who score were below the Minimum Criteria of Accomplishment. The students' improvement which pass the Minimum Criteria of Accomplishment increased about 13.51% from the pre-test to post-test (13.51%-0%), from no one passed the Minimum Criteria of Accomplishment increased become 5 students passed the Minimum Criteria of Accomplishment.

As a conclusion, in cycle 1 there were improvements in students' ability in writing narrative text but still a little. Even though, it was still needed more improvement because it could not achieve yet the target of success the Classroom Action Research.

Furthermore, in the cycle II, I also calculated the result of the post-test 2 to know whether the score in post-test 1 to post-test 2 improving or not. I used the same step to calculation the score in cycle II.

First, I calculated the mean score of the class in post-test 2 as follows:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2422}{37}$$

$$\bar{X} = 65.45$$

From the calculation above, the mean score of the class in post-test 2 was 65.45. The score showed that the students' mean score from the pre-test to post-test 2 increased about 30.91% (65.45-34.54), and the students' mean score from post-test 1 to post-test 2 increased about 12.7%. That was showed the improvements of students' score from post-test 1 to post-test 2.

The second step was calculation the percentage of students' improvement score as follows:

$$P = \frac{y^2 - y}{y} \times 100$$

$$P = \frac{65,45 - 34,54}{34,54} \times 100$$

$$P = \frac{30,91}{34,54} \times 100$$

$$P = 89.49\%$$

Based on the calculation above, it could be seen that the post-test 2 improved 89.49%. This means the students score from the pre-test to post-test 2 increased 89.49% and from the post-test 1 to post-test 2 increased about 36.74% (89.49%-52.75%). That was show the improvement of students' percentage score.

The last step was calculation the class percentage who score passed the Minimum Criteria of Accomplishment, it used the calculation as follows:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{22}{37} \times 100$$

$$P = 59.45\%$$

From the calculation, the class percentage was 59.45%. This means that in the cycle 2 there are 22 students passed the Minimum Criteria of Accomplishment. The class percentage from post-test 1 to post-test 2 increased about 45.94% (59.45%-13.51%) or from 5 students to 22 students who passed the Minimum Criteria of Accomplishment. The higher score of students in post-test 2 was 85 and the lowest score was 62. As a conclusion the students' ability from the pre-test to post-test 1 and post-test 2 was improved. There was a significant improvement.

4.2. Discussion

The research aimed to describe how the teaching and learning process by use estafet writing method and does the estafetwriting method improve the students' writing ability in writing narrative of VIII-6 students of SMP N 17 Medan. Referred to the research's objectives, the findings showed that the use of

estafet writing method improved the students' writing ability in the aspect of content, organization, vocabulary, language use and mechanics. That proves by see the following table:

Table 4.2
Student's Mean Score of Each Aspect in Pre-test, Post-test 1 and Post-test 2

Mean	C	O	V	L	M	Total
Pre-test	10	8.4	8,2	7	6.3	40
Post-test	14	13	11	10,2	11	59
Post-test 2	17	20	14	12	12	76

C: Content

O: Organization

L: Language use

V: Vocabulary

M: Mechanics

Based on the table above, it could be seen there is improvement of students' mean score about 19 point from pre-test to post-test 1 and 17 point from post-test to post-test 2.

According to Syatariah estafet writing method is one of the active learning methods or learning by doing which aims to enable students to associate learning as a fun activity. Estafet writing method make the students enthusiastic in teaching and learning process and create the funny atmosphere in teaching and learning process. Based on the result of interview section, some students said that they feel more enjoy in learning compared before action and it helps them in

writing a text because done together with the friend. It could be seen also from the post observation that showed the students more participate in learning process.

As stated before, the implementation estafet writing method were successful in improving the students' writing ability of VIII 6 grade students of SMP N 17 Medan in the academic year 2016/2017. That finding could be inferred from the observation and the interviews with the English teacher and the students during the research and the score of the students also.

The interpretation of the data result among the pre-test, post-test cycle and post-test cycle 2 could be seen as follow:

In the pre-test the mean score of students in writing narrative text was 34.54. This means that the students' score in writing narrative text before use estafet writing method about 34.54, with the higher score was 60 and the lowest score was 20. Then, the class percentage which passed the Minimum Criteria Accomplishment was 0%. This means no one students passed the Minimum Criteria Accomplishment in writing narrative text before use estafet writing method in learning process.

Next, the mean score of students in post-test 1 was 52.75. This means that there are improvement in students score from the pre-test to post-test, it increased about 18.21 point (52.75-34.54). Then, the class percentage which pass the Minimum Criteria Accomplishment in post-test 1 was 13,511%. The percentage showed there are 5 students who passed the Minimum Criteria Accomplishment with the higher score was 85. This means there was improvement in students percentage score from pre-test to post-test about 13.51%. However, it

is still need more improvement because it could not achieve the target success of Classroom Action Research.

Then, the mean score in the post-test 2 was 65.45. The mean score showed the students mean score from post-test 1 to post-test 2 increased about 12.7 point. Next, the class percentage which pass Minimum Criteria Accomplishment was 59.45%, it increased about 45.94% (59.45-13.52) from post-test 1 to post-test 2. It means there are 22 students who passed the Minimum Criteria Accomplishment. From the pre-test to post-test 1 the students score improved 52.75%. From the post-test 1 to post-test 2 students score improved 89.49%. The score showed from the pre-test, post-test 1 and post-test 2, the students' ability in writing narrative text at VIII-6 grade students was improving. This means this Classroom Action research was success.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the information about the conclusion of the research and suggestion. The explanation of each point will be presented as follows.

5.1. Conclusion

The aim of this research is to improve students' writing ability through the use of estafet writing method. This research was conducted at the VIII 6 grade students of SMP N 17 Medan. Based on the data and discussion gathered in the previous chapters, it can be concluded that the teaching and learning process in writing narrative text using estafet writing method was generally running well as I expected, the teaching and learning process after the use of estafet writing was more active and more interesting.

Then, the implementation of the estafet writing method in the teaching and learning process of writing improves the students' ability in writing narrative text. It is proven by the improvement of student' score about 89.49% from the pre-test to post-test cycle 2. In the pretest, no one students passed the Minimum Criteria of Accomplishment. In the posttest I, there were 5 (13.51%) students passed the Minimum Criteria of Accomplishment and in posttest II there were 22 students or (59.45%) passed the Minimum Criteria of Accomplishment. The estafet writing method helped the students in generating ideas, organizing texts and improving their vocabulary mastery and make the students more active and enjoyable in learning process.

5.2. Suggestions

Regarding to the results of the study and the conclusion, some suggestions are proposed to increase the students' writing ability below.

1. For the English Teacher

Based on the result of this action research, the estafet writing method is useful to improve the students' writing ability. It helps the students in generating ideas, enrich the text content and organizing the text. The estafet writing method also can be customized with other media and other text types that will be taught. The English teacher is suggested to use the estafet writing method to teach writing in order to improve students' writing ability.

2. For the Students

The students are suggested to continue this activity. They should always have a good motivation and participation in learning process. It will be very useful for them in improving their writing ability. The students should always practice writing some sentence to paragraph until become a text to build their writing habits, one of the ways is by using estafet writing method.

3. For Other Researchers

This study is aimed at improving the students' writing ability. However there are still some problems which were not yet solved because the limited time in implementing the actions. Other researchers who are interested do the research in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be seen more significant toward another subject.

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Appendix I**LESSON PLAN**

SMP / MTs	: SMP N 17 MEDAN
Subject	: English lesson
Class / Semester	: VIII / 2
Standard of Competence	: 1.2. Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around
Basic competence	: 1.2.2. Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narrative.
Indicators	: Meeting 1: Arranging jumbled words in form of simple past tense in order to become a good sentence. Meeting 2: 1. Finding the past forms, and their meaning in the simple narrative text 2. Finding the main idea of each paragraph of a simple narrative text. Meeting 3: Writing a simple narrative text.
Type of text	: Narrative text
Aspect / skill	: Writing
Time allocation	: 6 x 40 min. (3 lessons)

A. Learning Objectives

At the end of the learning, students are able to:

1. Arrange jumbled words in form of simple past tense in order to become a good sentence
2. Find the past forms of the verbs in a narrative text and their meanings
3. Finding the main idea of each paragraph of a simple narrative text to the right.
4. Writing a simple narrative text

B. Learning Materials

1. Fact

A written narrative text:

The Rooster and the Fox

A rooster was perched on a branch of a very high tree, crowing loudly. His powerful exclamations were heard throughout the forest and caught the attention of a hungry fox who was out and about looking for a prey.

The fox saw how high the bird was positioned and thought of a sly way to bring the rooster down for his meal.

"Excuse me, my dear proud Rooster," he gently spoke, "Have you not heard of the universal treaty and proclamation of harmony that is now set before all beasts and birds and every creature in our forest. We are no longer to hunt or prey nor ravish one another, but we are to live together in peace, harmony, and love. Do come down, Rooster, and we shall speak more on this matter of such great importance."

Now, the rooster, who knew that the fox was known for his sly wit, said nothing, but looked out in the distance, as if he were seeing something.

"At what are you looking so intently?" asked the fox. "I see a pack of wild dogs," said the rooster, "I do believe they're coming our way, Mr. Fox." "Oh, I must go," said the fox. "Please do not go yet, Mr. Fox," said the rooster, "I was just on my way down. We will wait on the dogs and discuss this new time of peace with all." "No, no," said the fox, "I must go. The dogs have not heard of this treaty of peace yet."

Examples:

1. A rooster was perched on a branch of a very high tree, crowing loudly
2. The fox saw how high the bird was positioned and thought of a sly way to bring the rooster down for his meal.
- b. Narrative text uses order of time, for examples: first, next, then, after that, etc.
3. Concept
The social function of narrative text is to entertain the reader / listener and tell a story in detail.
4. Procedure
Generic structure of narrative text:
 - a. Orientation
 - b. Complication
 - c. Resolution

C. Learning Method: Estafet Writing Method

D. Learning Activities

MEETING 1

I. Pre-Teaching

- a. Greet the students and checking the attendance.
- b. Asking /reminding a little bit about the last meeting material.
- c. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.
- d. Delivering the learning objectives

II. Core activities

- a. Exploration
 1. Make the students into 6-7 groups, consist of 5-6 learners.
 2. Teacher gives some random words to each group
 3. Teacher explain about simple past tense
- b. Elaboration
 1. Students are required to arrange the random words into a good sentences using the estafet writing method by the following steps:
 - a) Learners together with their group in determine the first person to arrange the first random words into a good sentence in the answer sheet.

- b) In the first count, the first student arrange the first into a good sentence suitable to simple paste tense form in the answer sheet.
 - c) Then in the second count, the answer sheet is take up, and in the third count the first person give the answer sheets to the next student.
 - d) That person becomes the second person, on the count of four, the second person continue to arrange the next random words. And so on until the last random sentence.
- 2. The teacher read the work of each group, and corrected together.
- c. Confirmation
 - 1. Students are guided by the teacher to concluded the material that they had just learned
 - 2. Students ask questions to things that are still not clear.

III. Closing Activity

- a. Asking student difficulties for Teaching and Learning Activities
- b. Assigning students to learn / read more narrative story as a reference while you pay attention to its content
- c. Teaching and Learning Activities closed with greetings

MEETING II

I. Pre-Teaching

- a. Greet the students and checking the attendance.
- b. Asking /reminding a little bit about the last meeting material.
- c. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.

II. Core activities

- a. Exploration
 - 1. Make the students into 6-7 groups, consist of 5-6 learners.
 - 2. Teacher given one type of narrative texts to each group
 - 3. Students try to found out the verb past tense in turns in the group
 - 4. Students try to guess the meaning of these words
- b. Elaboration
 - 1. Teacher explains the narrative text and the generic structure of the text
 - 2. The teacher asks students to write a main idea in every paragraph in the text by using *estafet writing* method

3. Describe the steps of *estafet writing* method.
 4. Learners determine the first person to write main idea of first paragraph in the answer sheet.
 5. In the first count, the first student write the main idea in the first paragraph answer sheet
 6. Then in the second count, the answer sheet is take up, and in the third count, the first person give the answer sheets to the next student.
 7. These students become the second person, on the fourth count, the second person continue to writ the next main idea in the next paragraph. And so on until the last paragraph.
 8. Teachers read the work of each group, and corrects together and discuss the contents of the narrative text stories with the students.
- c. Confirmation
1. Students are guided by the teacher to concluded the material that they had just learned
 2. Students ask questions to things that are still not clear.

III. Closing Activity

- a. Asking student difficulties for Teaching and Learning Activities
- b. Assigning students to learn / read more narrative story as a reference while you pay attention to its content
- c. Teaching and Learning Activities closed with greetings

MEETING III

I. Pre-Teaching

- a. Greet the students and checking the attendance.
- b. Asking /reminding a little bit about the last meeting material.
- c. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.

II. Core activities

- a. Exploration
 1. Make the students into 6-7 groups, consist of 5-6 learners.
 2. Teacher asks again about verbs and generic structure in narrative text
- b. Elaboration

1. Teacher asks students to write a narrative text suitable to the theme given using estafet writing method.
 2. Describe the steps of estafet writing method, as follows:
 - a) Learners sit in groups, learners determine the first person to write a sentence in accordance with the theme given.
 - b) In the first count, the first person write the first sentence.
 - c) Then in the second count, worksheets is take up, and in the third count, the first person give the answer sheet to the next student
 - d) That person becomes the second people, in the fourth count the second person continue to write the next sentence. And so on until the last count and the time specified by the teacher.
 3. After finished write a narrative text, the teacher asks students to read the work of each group, and corrected together.
- c. Confirmation
1. Students are guided by the teacher to concluded the material that they had just learned
 2. Students ask questions to things that are still not clear.

III. Closing Activity

- a. Asking student difficulties for Teaching and Learning Activities
- b. Assigning students to learn / read more narrative story as a reference while you pay attention to its content
- c. Teaching and Learning Activities closed with greetings

E. Learning Resources, Media and Tools

1. Learning Resources : Book of Wardiman, Artono, and dkk. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: PusatPerbukuan Departemen Pendidikan Nasional
2. Media : Blackboard
3. Tools : Markers

F. Assessment

Technique of assessment : Written test
 Form of instrument : Free essay
 Instrument : Attached

Assessment Guidelines :

a. Score of students : Total score = final score of the acquisition.

b. Assessment rubric :

Categories	Criteria	Point	Maximal score
Content	a. Relevant to topic.	4	20
	b. Mostly relevant to topic but lacks detail.	3	
	c. Inadequate development of topic.	2	
	d. Not relevant to topic.	1	
Organization	a. Ideas clearly stated and supported, well organized based on its generic structure, cohesive.	4	20
	b. Loosely organized but main ideas stand out, not well organized.	3	
	c. Ideas confused or even no main ideas, bad organization.	2	
	d. Does not communicate, no organization.	1	
Vocabulary	a. Effective word /idiom choice and usage.	4	20
	b. Occasional errors of word /idiom form, choice and usage.	3	
	c. Frequent errors of word /idiom form, choice and usage.	2	
	d. Little knowledge of English vocabulary, idioms and word form.	1	

Language Use	a. Few errors o agreement, tense, number, word order, articles, pronouns or prepositions.	4	20
	b. Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3	
	c. Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.		
	d. Dominated by errors.	2	
		1	
Mechanics	a. Few errors of spelling, punctuation, capitalization and paragraphing.	4	20
	b. Occasional errors of spelling, punctuation, capitalization and paragraphing.	3	
	c. Frequent errors of spelling, punctuation, capitalization and paragraphing.		
	d. Dominated by errors.	2	
		1	
Total			100

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APPENDIX

Meeting 1

Task 1

Arrange these words into a good sentences.

Example: night? - meet – did – you – them – last

Did you meet them last night?

1. film? – like – you – did – the
2. you – many – did – ask? – how – people
3. a – have – time? – they – did – good
4. did – weekend? – the – what – do – we – at
5. she – DVD? – where – that – buy
6. party – on – your – go – Saturday – he – did – to
7. did – yesterday? – who – you – see
8. go – school – yesterday? – did – he – to
9. English? – did – learn – you – where
10. early? – why – you – did – go – home

Meeting II**Task 1**

Read the following text, underline the verbs and find the meaning of them!

The Rooster and the Fox

A rooster was perched on a branch of a very high tree, crowing loudly. His powerful exclamations were heard throughout the forest and caught the attention of a hungry fox who was out and about looking for a prey.

The fox saw how high the bird was positioned and thought of a sly way to bring the rooster down for his meal.

"Excuse me, my dear proud Rooster," he gently spoke, "Have you not heard of the universal treaty and proclamation of harmony that is now set before all beasts and birds and every creature in our forest. We are no longer to hunt or prey nor ravish one another, but we are to live together in peace, harmony, and love. Do come down, Rooster, and we shall speak more on this matter of such great importance."

Now, the rooster, who knew that the fox was known for his sly wit, said nothing, but looked out in the distance, as if he were seeing something.

"At what are you looking so intently?" asked the fox. "I see a pack of wild dogs," said the rooster, "I do believe they're coming our way, Mr. Fox." "Oh, I must go," said the fox. "Please do not go yet, Mr. Fox," said the rooster, "I was just on my way down. We will wait on the dogs and discuss this new time of peace with all." "No, no," said the fox, "I must go. The dogs have not heard of this treaty of peace yet."

Task 2

Find the main idea of each paragraph in the text above!

Meeting III

Task

Make a narrative text by your own words by the title “Cinderella” using these pictures as guidance!



LESSON PLAN

SMP / MTs	: SMP N 17 MEDAN
Subject	: English lesson
Class / Semester	: VIII / 2
Standard of Competence	: 1.2. Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around
Basic competence	: 1.2.2. Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narrative.
Indicators	: Meeting 1: 1. Finding the past forms, and their meaning in the simple narrative text and finding the generic structure of a simple narrative text. 2. Arranging jumbled paragraphs in order to become a good narrative text. Meeting 2: Writing a simple narrative text.
Type of text	: Narrative text
Aspect / skill	: Writing
Time allocation	: 4 x 40 min. (2 lessons)

A. Learning Objectives

At the end of the learning, students are able to:

1. Find the past forms of the verbs in a narrative text and their meanings
2. Determine the generic structure of a narrative text.
3. Arrange jumbled paragraph into a good narrative text
4. Writing a simple narrative text

B. Learning Materials

1. Fact

A written narrative text:

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

2. Principle

- a. Narrative text uses simple past tense.

Examples:

1. Once upon a time, there lived a kind young prince named Jonathan.
2. He was loved, and adored by his people.

- b. Narrative text uses order of time, for examples: first, next, then, after that, etc.

3. Concept

The social function of narrative text is to entertain the reader / listener and tell a story in detail.

4. Procedure

Generic structure of narrative text:

- a. Orientation
- b. Complication
- c. Resolution

C. Learning Method : Estafet Writing Method

D. Learning Activities

MEETING 1

I. Pre-Teaching

- a. Greet the students and checking the attendance.
- b. Asking /reminding a little bit about the last meeting material.
- c. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.
- d. Delivering the learning objectives

II. Core activities

a. Exploration

1. Make the students into 6-7 groups, consist of 5-6 learners.
2. Teacher given one type of narrative texts to each group
3. Students try to found out the verb past tense in turns in the group
4. Students try to guess the meaning of these words and found out the generic structure in the text

b. Elaboration

1. Teacher explains the narrative text and the generic structure of the text
2. Students are required to arranged the random paragraph into a good narrative text using the estafet writing method by the following steps:
 - a) Learners together with their group in determine the first person to arrange the first paragraph that suitable in the answer sheet.
 - b) In the first count, the first student arrange the first sentence that suitable to its generic structure in the answer sheet.
 - c) Then in the second count, the answer sheet is take up, and in the third count the first person give the answer sheets to the next student.
 - d) That person becomes the second person, on the count of four, the second person continue to arrange the next paragraph. And so on until the last paragraph and formed a good narrative text.

c. Confirmation

1. Students are guided by the teacher to concluded the material that they had just learned
2. Students ask questions to things that are still not clear.

III. Closing Activity

- a. Asking student difficulties for Teaching and Learning Activities
- b. Assigning students to learn / read more narrative story as a reference while you pay attention to its content
- c. Teaching and Learning Activities closed with greetings

MEETING II

I. Pre-Teaching

- a. Greet the students and checking the attendance.
- b. Asking /reminding a little bit about the last meeting material.

- c. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.

II. Core activities

- a. Exploration
 - 1. Make the students into 6-7 groups, consist of 5-6 learners.
 - 2. Teacher asks again about verbs and generic structure in narrative text
- b. Elaboration
 - 1. Teacher asks students to write a narrative text suitable to the theme given using estafet writing method.
 - 2. Describe the steps of estafet writing method, as follows:
 - a) Learners sit in groups, learners determine the first person to write a sentence in accordance with the theme given.
 - b) In the first count, the first person write the first sentence.
 - c) Then in the second count, worksheets is take up, and in the third count, the first person give the answer sheet to the next student
 - d) That person becomes the second person, in the fourth count the second person continue to write the next sentence. And so on until the last count and the time specified by the teacher.
 - 3. After finished write a narrative text, the teacher asks students to read the work of each group, and corrected together.
- c. Confirmation
 - 1. Students are guided by the teacher to concluded the material that they had just learned
 - 2. Students ask questions to things that are still not clear.

III. Closing Activity

- a. Asking student difficulties for Teaching and Learning Activities
- b. Teaching and Learning Activities closes with greetings

E. Learning Resources, Media and Tools

- 1. Learning Resources : Book of Wardiman, Artono, dkk. 2008. *English in Focus forGrade VIII Junior High School (SMP/MTs)*. Jakarta: PusatPerbukuan Departemen Pendidikan Nasional
- 2. Media : Blackboard

3. Tools : Markers

F. Assessment

Technique of assessment : Written test

Form of instrument : Free Essay

Instrument : Attached

Assessment Guidelines :

- a. Score of students : Total score = final score of the acquisition.
- b. Assessment rubric :

Categories	Criteria	Scala	Maximal score
Content	e. Relevant to topic.	4	20
	f. Mostly relevant to topic but lacks detail.	3	
	g. Inadequate development of topic.	2	
	h. Not relevant to topic.	1	
		1	
Organization	e. Ideas clearly stated and supported, well organized based on its generic structure, cohesive.	4	20
	f. Loosely organized but main ideas stand out, not well organized.	3	
	g. Ideas confused or even no main ideas, bad organization.	2	
	h. Does not communicate, no organization.	1	
		1	
Vocabulary	e. Effective word /idiom choice and usage.	4	20
	f. Occasional errors of word /idiom form, choice and usage.	3	

	g. Frequent errors of word /idiom form, choice and usage.	2	
	h. Little knowledge of English vocabulary, idioms and word form.	1	
Language Use	e. Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4	20
	f. Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3	
	g. Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.		
	h. Dominated by errors.	2	
		1	
Mechanics	e. Few errors of spelling, punctuation, capitalization and paragraphing.	4	20
	f. Occasional errors of spelling, punctuation, capitalization and paragraphing.	3	
	g. Frequent errors of spelling, punctuation, capitalization and paragraphing.		
	h. Dominated by errors.	2	
		1	
Total			100

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APPENDIX

Meeting 1

Task 1

Read the following text, circle the verbs and find the meaning of them and sign the generic structure!

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Task 2

Arrange these paragraph into a good narrative text.

Cinderella

1. The prince had fallen in love with her and wanted to find her and find her. He asked his maid to go to every house in the land and find the girl whose foot fits into the glass slipper. The king's maid reached Cinderella's house, the two stepsisters tried hard to get their big feet to fit into the slippers, but they failed. Finally, when Cinderella tried the slipper, her foot fitted perfectly into the glass slipper, the prince and Cinderella were soon married in the grand ceremony, that way the two stepsisters never bothered her again
2. Long ago, there was a sweet girl named Ella, she lived with her mean stepmother and two stepsisters. They made her do all the housework. She was always covered by dust and so, she was called Cinderella.
3. Cinderella was the prettiest girl at the ball. Her stepsisters did not even recognize her. All the other girls were very jealous because the prince danced with her the whole night. However, the moment the clock was 12, she remembered the fairy godmother words and ran away. In her hurry, she left one glass slipper on the castle steps.
4. One day, the prince invited all the girls in the kingdom for a ball in the castle. Everyone including the two stepsisters was very excited. Cinderella too wanted to go to the ball, but her sisters ask her to stay at home and work. Cinderella was so disappointed that she began to cry.
5. Suddenly, she saw a shimmering light in the room. A woman with a kind smile stood in front of her. She was Cinderella's fairy godmother. She wanted to help Cinderella to go to the ball, with a wave of her hand, she made Cinderella looked like a princess. The fairy godmother warned her to be home before 12 o'clock for then the spell would be broken.

Meeting II

Task

Make a narrative text by your own words by the title “Cinderella” using these pictures as guidance!



Appendix II

INTERVIEW GUIDELINE

These guidelines list the questions or issues to be explored during the interviews which were conducted before implementing Classroom Action Research and after implementing Classroom Action Research.

1. Before implementing Classroom Action Research

Interviewee: English teacher

Questions:

- 1) Dapatkah Bapak menjelaskan bagaimana proses belajar mengajar di kelas yang Bapak ampu? (Can you explain the teaching and learning process in your class sir?)
- 2) Bagaimana kemampuan berbahasa Inggris siswa kelas VIII 6 terutama dalam writing? (How are the students' ability in English in the VIII-6 grade especially in writing)
- 3) Menurut Bapak, kendala apa yang sangat signifikan dalam mengajar writing? (In your opinion, what is the significant difficulty in teaching writing?)
- 4) Apa yang Bapak lakukan untuk mengatasi masalah atau kendala tersebut? (What do you do to solve those problem?)
- 5) Aktivitas apa yang biasa dilakukan ketika siswa belajar writing? (What are the activities of students usually when study writing?)

Interviewee: Students

Questions:

- 1) Apakah kamu suka pelajaran Bahasa Inggris? (Do you like English?)
- 2) Jika sulit, menurut kamu, diantara listening, speaking, reading dan writing, manakah yang paling sulit? (In your opinion, which one more difficult between listening, speaking, reading and writing?)
- 3) Apa yang kamu lakukan untuk mengatasi kesulitan tersebut? (What do you do to solve those problem?)
- 4) Metode apa yang biasa digunakan Bapak guru ketika mengajar writing? (What is the method usually used by your teacher in learning writing?)

- 5) Apakah metode itu menarik menurut kamu? Mengapa? (Does the method interesting to you? Why?)

2. After implementing Classroom Action Research

Interviewee: English teacher

Questions:

- 1) Bagaimana menurut Bapak setelah Bapak melihat saya menggunakan *Estafet Writing* sebagai metode dalam pembelajaran Bahasa Inggris khususnya di writing skill? (What do you think after saw me used the estafet writing method in learning English especially in writing skill?)
- 2) Menurut Bapak bagaimana dengan kemampuan menulis siswa setelah menggunakan metode ini dalam pembelajaran? (What do you think about students' ability after use this method in learning?)

Interviewee: Students

Questions:

- 1) Bagaimana pendapat kalian setelah belajar Bahasa Inggris dengan menggunakan metode estafet writing? (What do you think after use estafet writing in learning English?)
- 2) Apakah kamu menyukai belajar bahasa Inggris terutama writing dengan menggunakan metode menulis berantai ini? Mengapa? (Do you like study English by use the estafet writing method? Why?)
- 3) Apakah dengan metode ini membantu kamu dalam belajar writing? Mengapa? (Does this method help you in learning English writing?)
- 4) Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama writing dengan menulis berantai? (What is the progress that you get during the teaching and learning process especially in writing use this method?)
- 5) Kesan apa yang kamu dapat dari kegiatan ini? (What is the impression thaaat you get from this activity?)

INTERVIEW TRANSCRIPT

1. Before Implementing Classroom Action Research

a. Interview the teacher

- Researcher : Bagaimana proses belajar mengajar di kelas yang Sir ampu?
- Teacher : Maksudnya bagaimana?
- Researcher : Ya, proses belajar dikelas itu kalau lagi belajar Bahasa Inggris bagaimana Sir?
- Teacher : Oh, ya seperti biasa, sebelum masuk saya menyiapkan RPP terlebih dahulu, dan kondisi dikelas anak-anak belajar sebagaimana biasanya
- Researcher : Saya akan melakukan penelitian di kelas VIII-6, menurut sir bagaimana kemampuan writing mereka?
- Teacher : Kemampuan mereka dalam aspek writing itu ya lumayan lah, beberapa dari mereka bagus dalam writing tapi ya itu terkadang merekaa mencontoh dari buku kalau disuruh menulis dan banyak juga yang kurang paham gitu kalau disuruh menulis.
- Researcher : Menurut sir, kendala apa yang signifikan dalam mengajar writing?
- Teacher : Ya itu tadi mereka masih kurang paham.
- Researcher : Kalau begitu, bagaimana sir mengatasi kendala tersebut?
- Teacher : Biasanya saya menyuruh mereka untuk melihat daan mengcopynya dari buku.
- Researcher : Lalu bagaimana sikap siswa ketika belajar dikelas sir?
- Teacher : Biasanya sih mereka masih sering rebut daan ngobrol ketika saya menjelaskan.
- Researcher : Kalau begitu sangat mengganggu ya sir. Kalau begitu saya mau melakukan penelitin disekolah ini dengan menggunakan metode estafet writing dalam pembelajaran menulis narrative text, bagaimana menurut sir?

Teacher : Oh iya silahkan,saya belum pernah sih mendengaar metode itu, dan saya akan membantu dan coa mengamati.

Researcher : Baiklah, terima kasih banyak atas waktunya sir.

Teacher : Iya sama-sama.

b. Interview some students

Researcher : Kamu suka tidak belajar Bahasa Inggris?

Student 1 : Suka miss, karena gurunya baik.

Student 2 : Gak suka miss, karena gak ngerti Bahasanya

Student 3 : Suka miss, karena bahasanya lain

Researcher : Menurut kamu diantara speaking, writing, listening dan reading mana yang paling sulit?

Student 1 : Speaking miss, karena susah bilangny

Student 2 : Menulis miss, karen gak tau gimana nulisnya, susah Bahasa nya karena harus diterjemahkan lagi.

Student 3 : Menulis miss, karena bingung mau nulis kalimatnya

Researcher : Kalau begitu biasanya bagaimana kamu mengatasi kesulitan itu?

Student 1 : Yah nyontek dari kawan miss kalau ada tugas

Student 2 : Melihat punya kawan atau dari buku miss

Student 3 : Kalau ada disuruh tugas tetang menulis gitu ya liat dari buku atau internet aja miss

Researcher : Oh begitu ya. Menurut kamu, metode atau cara mengajar guru Bahasa Inggrisnya bagaimana? Menyenangkan tidak?

Student 1 : Lumayan menyenangkan lah miss

Student 2 : Gak menyenangkan miss karena gak pernah menjelaskan

Student 3 : Kurang menyenangkan miss, karena asyik mengartikan terus

Researcher : Baiklaah, terima kasih aatas paartisipasi kalian.

Students : Sama-sama miss.

2. After Implementing Classroom Action Research

a. Interview the teacher

Researcher : Sir, saya mau tanya lagi ni, setelah melihat saya menggunakan metode estafet writing dalam pembelajaran menulis narrative text bagaimana menurut sir?

Teacher : Metodenya cukup bagus sih, anak-anak juga kelihatannya semangat belajarnya karena adanya hitungan waktu itu dan belajarnya dalam kelompok. Metode yang cukup berbeda sih dan cocok juga untuk menulis teks seperti narrative yang ceritanya itu emang sambung menyambung.

Researcher : Lalu, menurut sir bagaimana dengan kemampuan menulis siswa meningkat tidak sir?

Teacher : Yah cukup bagus. Mereka sudah mulai mencoba menulis sendiri walaupun sedikit-sedikit tanpa melihat atau mencontoh dari buku lagi. Dilihat dari nilai yang sudah dihitung juga nilai mereka perlahan membaik. Mungkin kalau lebih lama waktunya dan lebih sering menggunakan metode ini akan lebih bagus lagi saya ras.

Researcher : Iya betul sir. Baiklah saya rasa sekian dulu sir. Terima kasih banyak atas partisipasinya sir, semoga penelitian ini bermanfaat dan bisa menjadi referensi.

Teacher : Iya sama-sama

b. Interview students

Researcher : Anak-anak, miss mau tanya, nah selama ini kan kita belajarnya pakai metode estafet writing aatau menulis berantai dalam belajar menulis teks narrativenya, nah bagaimana menurut kalian? Menyenangkan tidak?

Students : Cukup menyenangkan miss, karena bekerja sama dalam kelompok miss. Terus juga tidak hanya dikasih tugas saja tapi dijelaskan dan lebih mengrti miss. Walaupun

agak-agak ribet sedikit miss karena pake hitungan waktu.

- Researcher : Bagus laah kalau begitu? Kalian merasa bosan tidak?
- Students : Tidak miss
- Researcher : Metode ini membantu kalian tidak dalam belajar Bahasa Inggris terutama dalam menulis teks?
- Students : Cukup membantu miss karena dikerjakan sama-sama
- Researcher : Baiklah. Terakhir, kesan apa yang kalian dapat selama pembelajaran ini?
- Students : Yang pasti berbeda dan lebih enaklaah miss daripada belajar biasanya, tapi masih agak-agak bingung sih miss karena cepat sekali waktunya.
- Researcher : Baiklah, nanti akan lebih kita perbaiki lagi. Terima kasih banyak ya atas bantuan kalian.
- Students : Iya sama-sama miss.

Appendix III

Observation Sheet of Students' Activities in the Teaching and Learning Process of Writing Narrative Text through the Use of Estafet Writing Method in Cycle 1

Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the observer
2. The observer checks () Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it.
3. Give your description on description column if it is needed.

No	Students' Activities	Yes	No	Description
1	The students pay attention to the researcher's explanation			Only some students did not pay attention to the researcher, most of them paid attention to researcher
2	The students are active in the class			Most of the students active, even though there are some students still passive.
3	The students concentrate to the researcher's explanation.			The students less concentration because the other students make a noise
4	The students enthusiast in teaching and learning process			The students have enthusiast in learning process even though some of them have not understand yet about the step of method.
5	The students answer the question from the researcher			Some students answered correctly the question from the researcher.
6	The students ask the researcher or their friends if they find difficulties			The students asked the researcher about the step of the method and the material
7	The students do their tasks.			The students did the task but they late to submit
8	The students doesn't care in their group			Mostly student only sat in their group.

- | | | |
|----|--|------------------------------------|
| 9 | The students come late | There was no students come late |
| 10 | The students understand about the material | They understand about the material |

Medan, February 2017

Observer

Ruwaida Nusa Putri

Observation Sheet of Students' Activities in the Teaching and Learning Process of Writing Narrative Text through the Use of Estafet Writing Method in Cycle 2

Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the observer
2. The observer checks () Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it. Give your description on description column if it is needed.

No	Students' Activities	Yes	No	Description
1	The students pay attention to the researcher's explanation			There are a little students did not pay attention to the researcher about 3-4 students
2	The students are active in the class			They more active than before
3	The students concentrate to the researcher's explanation.			They more concentrate than before
4	The students enthusiast in teaching and learning process			They still enthusiast and they have more understand about the steps of the method used
5	The students answer the question from the researcher			Most of them answered correctly
6	The students ask the researcher or their friends if they find difficulties			The students worked in their group and ask each other
7	The students do their tasks.			They did the task better than before
8	The students doesn't care in their group			They care with their group and each together but there are 4 or 5 students passive in their group
9	The students come late			Some students came late
10	The students understand about the material			They more understand than before

Medan, February 2017

Observer

Ruwaida Nusa Putri

Observation Sheet of the Activities in the Teaching and Learning Process of Writing Narrative Text through the Use of Estafet Writing Method in Cycle 1

Instruction:

1. This observation sheet to observe the class condition during the teaching and learning process in the class. It should be completed by the observer
2. The observer checks () Yes/ No column based on the real condition. Give your description on description column if it is needed.

No	Class Situation	Yes	No	Description
1	The teaching and learning process was running well based on the lesson plan			-
2	The class is conducive			Some of students made a noise
3	The researcher can organize the students			Actually the researcher can, but the students did not listen him.
4	The management of class is good			It was good enough
5	The teaching and learning process is fun			The students still confuse toward the method used by the researcher
6	The students in and out of the class			Some of students permission to go to toilet
7	The students interested toward the method that researcher used			Because they still confuse

Medan, February 2017

Observer

Ruwaida Nusa Putri

Observation Sheet of the Activities in the Teaching and Learning Process of Writing Narrative Text through the Use of Estafet Writing Method in Cycle 2

Instruction:

1. This observation sheet to observe the class condition during the teaching and learning process in the class. It should be completed by the observer
2. The observer checks () Yes/ No column based on the real condition. Give your description on description column if it is needed.

No	Class Situation	Yes	No	Description
1	The teaching and learning process was running well based on the lesson plan			-
2	The class is conducive			The class better than previous cycle
3	The researcher can organize the students			The students already want to hear the researcher
4	The management of class is good			It was good enough
5	The teaching and learning process is fun			The students more enthusiast than previous cycle
6	The students in and out of the class			Some of students permission to go to toilet
7	The students interested toward the method that researcher used			They more spirit to did the exercise

Medan, February 207

Observer

Ruwida Nusa Putri

Appendix IV**PRE-TEST SHEET****Task**

Choose one of these theme and make a narrative text!

1. MalinKundang**2. Cinderella****3. Keong Mas****4. PanjiLaras****5. The legend of Lake Toba**

Pre-Test Answer Sheet**Name :****Class :**

POST-TEST SHEET**Task**

Choose one of these theme and make a narrative text!

1. MalinKundang**2. Cinderella****3. Keong Mas****4. PanjiLaras****5. The legend of Lake Toba****Post-Test Answer Sheet**

Name :

Class :

Appendix VI

Students' Score of Pre-test, Post-test 1 and Post-test 2

Students' Initial	Pre-Test	Post Test Cycle I	Post-Test Cycle II
AN	25	65	75*
AH	40	50	70
AT	20	54	75*
APT	60	81*	85*
AAS	25	50	65
ARS	45	77*	81*
BAA	25	40	68
DW	-	-	-
DG	55	63	62
DF	45	55	76*
DI	30	60	75*
FA	55	60	75*
FN	35	50	75*
HDS	50	60	78*
IWH	25	48	69

LR	30	65	81*
MT	-	-	-
MY	25	46	75*
MS	55	75*	75*
MFA	55	60	75*
MR	25	40	68
MY	40	55	75*
MA	48	56	73
NA	35	59	68
NSF	45	60	62
NL	35	56	77*
RAN	50	65	75*
RA	25	50	75*
RR	30	62	70
RSS	-	-	-
RF	25	50	75*
SP	35	71	77*
SR	60	75*	75*

SO	55	59	76*
SG	40	60	65
SA	-	-	-
TM	30	75*	76*
Mean: $\bar{x} = \frac{\sum x_i}{n}$	34,54	52,75	65,45

*: The students who passed the Minimum Criteria Accomplishment (75)

Appendix VII

Students' Attendant List

School : SMP N 7 MEDAN

Subject : English

Class/Semester : VIII-6/ 2 (two)

Academic Year : 2016/2017

No	Name of Students	Cycle 1			Cycle II	
		Meeting I	Meeting II	Meeting III	Meeting I	Meeting II
1	ADIATULINA	✓	✓	✓	✓	✓
2	AMELIA HIDAYASA	✓	✓	✓	I	✓
3	ANGELIA TRIANA S.	✓	✓	✓	✓	✓
4	ANGGI PRATIWI T.	✓	✓	✓	✓	✓
5	ANISA APRILIA S.	✓	✓	✓	✓	✓
6	ANNISA RAMADHANI S.	✓	✓	✓	✓	✓
7	BINTANG ADITAMA	✓	✓	✓	✓	✓
8	DANDI WAHYUDI	A	A	A	A	A
9	DANIEL GEA	✓	✓	✓	✓	✓
10	DINDA FEBRIANA H	✓	✓	✓	✓	✓
11	DINDA IRAYENSYAH	✓	✓	✓	✓	✓
12	FAHREZA ADELIA	✓	✓	✓	✓	✓
13	FEBY NURHALIZAH	✓	✓	✓	✓	✓
14	HENNY DEVIANA S.	✓	✓	✓	✓	✓
15	IMMANUEL W.HUTAGALUNG	✓	✓	✓	✓	✓
16	LUSY RAHMAWATY	✓	✓	✓	✓	✓
17	MARTEN YOSE	✓	✓	✓	✓	✓
18	MASHARI YANTI	✓	✓	✓	✓	✓
19	M.SURYA	✓	✓	✓	✓	✓
20	M.FARHAN AZMI	✓	✓	✓	✓	✓
21	M.RAFLI	✓	✓	✓	✓	✓
22	M.YUSUF	✓	✓	✓	✓	✓
23	MUSA ALFARIDHO	✓	✓	✓	✓	✓
24	NABILA	✓	✓	✓	✓	✓
25	NOEL SIMON F. BARUS	✓	✓	✓	✓	✓
26	NURSYARINA LUBIS	✓	✓	✓	✓	✓
27	RANA-AL-LINSYAH NST	✓	✓	✓	✓	✓
28	RISKY ANGGARA	✓	✓	✓	✓	✓
29	RIZKY RAMADHAN	✓	✓	✓	✓	✓

30	ROBY SYAHRIL SIRAIT	✓	✓	✓	✓	✓
31	ROFIAH FITRI	✓	✓	✓	✓	✓
32	SAFINA PATRICIA	✓	✓	✓	✓	✓
33	SINDY RAHMAWATI	✓	A	✓	✓	✓
34	SINDI OCTAVIA	✓	A	✓	✓	✓
35	SRI GAYATRI	✓	✓	✓	✓	✓
36	SONI APRIANTO	✓	✓	✓	✓	✓
37	TASYA MAGHVIRA	✓	✓	✓	✓	✓

Medan, February 2017

Researcher

Mahmudah Rangkuti